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EAST AFRICANA COLLECTION**

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**AN ASSESSMENT OF TEACHERS' PARTICIPATION
IN PHYSICAL EDUCATION PROGRAMMES IN
PUBLIC PRIMARY SCHOOLS IN
WESTLANDS DIVISION,
NAIROBI.**

BY

RAPHAEL ONDEKO NYONJE

**A research project submitted in partial fulfillment of the
requirements of the degree of Master of Education in Educational
Administration and Planning.**

University of Nairobi

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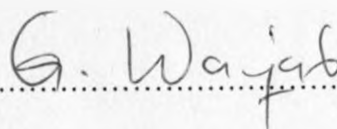
DECLARATION

This project is my original work and has not been presented for a degree in any other university.



Raphael Ondeko Nyonje

This project has been submitted for examination with my approval as University supervisor.



Dr. Genevieve Wanjala

Senior Lecturer; Faculty of Education

University of Nairobi

DEDICATION

To my family 'the Nyonjes', my daughter Ivy Wandia and her Mum Emily Kagwiria. Your Love, support and encouragement inspired me.

ACKNOWLEDGEMENTS

I wish to express my gratitude to my Supervisor Dr. Genevieve Wanjala for her commitment and personal interest in the progress of this study. Her patience, guidance, encouragement as well as constructive criticism inspired me to work very hard. Credit also goes to the University of Nairobi more specifically to the department of Education administration and planning for enabling me go through my studies with ease. Special thanks also go to Dickson Nyonje and Emily Kagwiria for making this study what it is. Special appreciation goes to my family, colleagues and friends for encouragement and sincere wishes.

ABSTRACT

The study assessed teachers' participation in P.E programmes in public primary schools in westlands division, Nairobi province. The aim of the study was to determine teachers demographic data and its effect on teachers participation in P.E programmes; establishing the availability of P.E resources and their impact on teachers participation in P.E programmes; assess the extent to which teachers participate in various aspects of P.E programmes; determine the extent to which teachers are supported and motivated to participate in P.E programmes; investigate ways in which teachers plan, evaluate and implement P.E programmes in their schools and find out the problems faced by teachers in their participation in P.E programmes and their possible solutions. One of the assumptions made for this study was that P.E had a place in the policy framework of basic education in Kenya. Data was collected by descriptive survey method, which was conducted in 6 schools drawn from two zones of westlands division. In every school 15 teachers (11 female 4 male) were selected through stratified sampling technique. Three instruments were used for data collection. Questionnaires constituted of both closed and open-ended items. Likert scale that required teachers to tick 'always', 'frequency', 'rarely', and 'never' was used. Interview schedules that sought information from 6 schools head teachers and observation schedule was used to supplement the Questionnaires. Data obtained was analyzed using frequencies, percentages, modes and means. Content analysis was also employed to analyze qualitative data.

The study findings established that majority of teachers 82.9% had not attended in-service/seminars in P.E for the last three years. There was generally low teachers participation in P.E programmes. It was found that teachers with P2, P1 and diploma in education qualification participated more in P.E programmes than any other professions. It was found that as teachers' age advanced their participation in P.E programmes decreased, however at 45 years and above the participation increased. On gender, it was established that Female teachers participated more in instructional P.E programmes than games. The reverse was the case for male teachers. There was a critical shortage for P.E facilities and equipment as revealed by 40% of teachers. Majority of teachers 24.8% said that those facility and equipment that were available were of poor quality. It was also established that majority of teachers 40% never assessed their classes and awarded marks to pupils. The study revealed that a significant number of teachers 22.9% used the time allocated for P.E to teach other examinable subjects. There was also low support given to teachers by inspectors of schools, head teachers, parents, government and local sports organization. It was therefore recommended that all teacher training courses to have P.E as a compulsory subject; government to increase the funds meant for primary schools co-curriculum activities; stakeholders such as parents be involved actively in schools P.E programmes; Ministry of education in conjunction with the one dealing with sports to start youth sports centers country wide and finally, P.E should be examined both externally and internally in all public primary schools in Kenya.

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LIST OF ABBREVIATIONS

| | |
|--------------|---|
| ATS | Approved Teacher Status |
| BBC | British Broadcasting Corporation |
| ECED | Early Childhood Education |
| ILO | International Labour Organization |
| KIE | Kenya Institute of Education |
| KU | Kenyatta University |
| MOEST | Ministry of Education Science and Technology |
| MRPCA | Media Relations, public communication, Advocacy Sub-committee |
| P1 | Primary school teacher One |
| P2 | Primary school teacher Two |
| P3 | Primary school teacher Three |
| P.E | Physical Education |
| PEA | Physical Education Association |
| TIQET | Total Integrated Quality Education and Training |
| TSC | Teacher Service Commission |
| UN | United Nations |

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The history of education reveals that Physical education has always been present but regarded with varying degrees of importance. In classical Greece the idea of harmony of body and mind was emphasized in the education of its citizens. This concept of unity and balance involved the harmonious development of the mental, physical, and spiritual aspect of the human personality. Consequently, Physical education was considered an integral component of the educational programme with similar purpose but with unique contribution (Kirchner, 1974: 4). During this classical period in the history of man, balance of body and mind produced men of genius and culture rarely equaled to the generation that followed (Arnold, 1968: 2). The warlike Spartans, however, emphasized the physical training of the body for military purposes. On the other hand, throughout the Middle Ages, education stressed on spiritual development to the complete neglect of the physical, intellectual and social aspects of man and society (Kirchner, 1974: 4).

From the period of enlightenment to the twentieth century, education primarily emphasized the intellectual development of man. Physical education as expressed in terms of natural play or organized activities was emphasized by writers such as Lock, Rousseau, Spencer and Froebel (Dearden, 1968: 93; Kirchner, 1974: 4). The

purpose of such programmes however, was 'training' the body to enhance optimum intellectual development. It is only during the twentieth century that the Greeks ideal of balance and harmony returned to the philosophy of education. This was necessitated by various theories of learning as advanced by psychologists such as Thorndike, Gestalt and Dewey. The above educationist and others made their interpretation of the nature of learning chiefly in terms of social and philosophical rationale (Kirchner, 1974: 4). Currently extensive research in such areas as growth and development, motor learning, and physical performance has brought back the rationale for a balanced programme of physical activities for all levels of public and private education (Kirchner, 1974: 5).

In Africa, the early modes of education were meant to help man to control his environment and master the forces of nature (Shiundu & Omulando, 1992: 14; Muniu, 1986). Shiundu & Omulando, (1992: 14) argued that, education and teaching in Africa, before the coming of Europeans was characterized by four main features:

- It had a collective and social nature and a lot of importance was attached to it. It was vocational – specific in that it prepared the youth for specific roles in the society.
- It was closely linked to the community's everyday social life in both the material perspectives.

- It had a multiplicity of aims as well as methods. It was used for moulding character and providing high moral qualities in the youth

Occiti (1973) notes that, in Africa it was through the media of play, work, and oral literature among others that children were forced into a ready-made pattern of life. Through such media, children were trained to fit into accepted cultural pattern. In fact he adds that, among the Acholi tribe of Uganda, a child who was not fond of playing after 'work' was normally suspected of being ill or even abnormal (Occiti, 1973: 48). Traditional P.E in Kenya before the advent of Westernization and colonialism was geared to the basic needs of the people. Its philosophy was centered on the whole concept of survival of individual, the tribe, and the culture. The livelihood of the tribe depended on hunting, herding, farming and smithing (Hall, 1973: 132).

The Phelps Stoke report of 1920s stated that more emphasis should be placed on the total development of the youth and should include the physical, the mental, moral, and spiritual elements (Phelps Stoke Report 1924: xx). The idea being that the full education would provide a product that would be of greater and lasting service to society. This therefore necessitated the inclusion of P.E and health education in the curriculum (Hall, 1973: 138). During colonialism, British P.E teachers and coaching specialist were sent to Kenya to help develop P.E programmes in schools. The games that were popular in England were transplanted to Kenya and used in the schools on all grade levels. This included

soccer, field hockey, netball, rounders, track and field, swimming, boxing and rugby (Hall, 1973: 132). However, the author notes that Missionary schools sidelined P.E. Training of P.E teachers was not fully undertaken so that in schools, teachers who showed interest in sports were put in charge of physical education programmes (Nteere, 1982: 65) The author observes that although the primary school class teachers were expected to teach their classes physical education, very little formal teaching took place. Muniu (1986: 16), noted that it was until after independence that physical education was recognized as an important subject. During this time, the SI/P1 teachers' crash programme course-included physical education as one of the subjects that was considered lacking in manpower. However the instructional programme of physical education continued to experience problems. The subject was optional and most of the schools did not choose it, thus it was not taught (Muniu, 1986: 17). In 1981 physical education was made compulsory in Primary, Secondary, and Teacher training colleges (Nteere, 1982; Muniu, 1986). The Kenya Institute of Education was charged with the responsibility of developing Physical education curriculum for both schools and teacher colleges (Nteere, 1982: 98). Both Muniu and Nteere seem to agree that, since independence most national documents touching on education have stressed on practical subjects, however, they have tended to sideline physical education and when mentioned, it is just in passing. They give economic reasons for this and argue that schools have always been sensitive to the requirements of the job market (Nteere, 1982: 68; Muniu, 1986:16). Since 1985, Kenya has been

operating the 8-4-4 system of education. This was due to the recommendation of the report of the presidential working party on the second University of 1981. The objectives of the system were to provide learners with academic and practical skills to make them self-reliant. The system is criticized to be instruction oriented and that it gives a lot of emphasis on academic subject at the expense of physical education (Muniu, 1986:16; Aduda, Nov 30th 2003: 6). Yet the goals of physical education have traditionally been aligned with those of education in general (Singer, 1974: 4). The report of commission of inquiry into the education system of Kenya (1999: 70), notes that, quality in education emphasizes enrichment in the process and outcome of learning achievement. It is not mere passing of examination or certification but the development of independent, analytical, creative potential of the individual including critical imagination, spiritual and ethical values.

The youth constitute 31.8% of the total population of Kenya. It is estimated that over three million youth are outside the educational system either as employed in the formal sector or unemployed (Development plan, 2002-2008: 78). In Kenya, primary school leavers constitute the bulk of unemployed youth (Blaug, 1974: 8). All problems that the youth face (social, cultural or economic) need educational and training interventional strategies (Development Plan, 2002-2008: 73). In countries where youth are becoming more numerous and sophisticated and where leisure, forced or otherwise, is becoming more abundant, every effort should be

made to channel this energy constructively (Hall, 1973: iii). Kenyan educational system needs a strong physical education in which talents can be identified and encouraged; this could be their future career (Kenya times, 5th Aug. 1986: 6). Farther more, Hall (1973) notes that an individual who is not familiar with the body of knowledge of P.E has not received a general education and has been shortchanged. It is imperative that pupils who show talent at school sports competitions to be encouraged and given professional assistance they need to pursue sports as a career, while at the same time striving for excellence (Daily Nation, 1st April 2002). The emergence of many social trends and forces is one area that needs to be addressed by the education system (Bucher.1975: 59). Physical education experiences provides an opportunity for the learners to be exposed to emerging issues such as human rights, environmental conservation, drug and substance abuse and HIV/AIDS (KIE, 2002). There is also a need for educational planners to develop a sports curriculum that operates efficiently right from Primary schools through to colleges (Daily Nation, 1st April, 2002). The national youth policies should be operationalized and an institutional mechanism put in place to ensure that youth issues are mainstreamed in the development process (Development Plan, 2002-2008). In one of the recommendation of report of the commission of inquiry into the education of Kenya, it was emphasized that the government should formulate a body or an institution where the learnt skills in school such as skills in physical education (games) can be further developed (Republic of Kenya, 1999: 30).

The child is a central variable concerning the establishment of a school. However, for the well being of the learner and for the learning to take place effectively, school needs to have adequate and appropriate physical facilities. MOEST, (Feb,2003: 24) emphasizes on schools being provided with physical and learning facilities through cost sharing. Since 1980s the financing of physical facilities has continued to be in the hands of parents and communities. This has provided a lot of challenges to education sector which ranges from decline in enrolment rate; an added burden on the side of parents who constitute 60% of Kenyan population that lives below poverty line; and mismanagement of 'activity fee' funds contributed by parents towards running of co-curricular activities of which P.E is part (Republic of Kenya, 1999: 75; Daily Nation, Nov 27; Kipkoech, 2002; Development Plan, 2002-2008).

Primary education provides a fundamental base for all further schooling training or self-education. It also provides the basis for developing the capacity to cope with rapidly evolving and changing society in an information age (Chantavanch & Fray. 1990: 112). In fact the crucial role played by primary education has led to its being declared a human right to which every child is entitled, and whose provision should therefore be the responsibility of the state (Master plan, 1997-2010: 55). Apart from that, findings from many studies showed that, as compared to the post-primary sub sectors investment in primary school yields higher returns for individuals, households and the society (Master Plan, 1997-2010: 55).

The Kenyan education accounts for 69.8% percent of the total expenditure of social services (Economic Survey, 2002: 34). According to the survey, the number of primary schools in Kenya has more than tripled from 6,508 to 18617 in the last 37 years. The development expenditure in teacher training in the year 2001-2002 amounts to 608.10 millions. The total number of teachers in public primary school increased from 178,900 in the year 2000 to 180,860 in the year 2001. Trained teachers constitute 98% of the above statistics (Economic survey, 2002: 34). Under the current free primary education policy, the government has pledged to meet the cost of basic teaching and learning materials, wages for critical non-teaching staff and co-curricula activities of which physical education is a part (MRPCA, 2003: 4). As a result of the policy, it is reported that the number of student enrolment in primary schools has risen from 5.9 millions to 7.2 millions (Siringi, Oct. 19th 2003: 6). Due to this the government has called on teacher training colleges to start equipping their learners with skills on emerging issues including increased enrolment that result into large class numbers (Siringi, Oct. 19th 2003: 7). The government proposed double shifts (morning and afternoon session for classes 1-3) incase a school enrolls more pupils than the capacity they can handle (MRPCA, 2003: 6). This impacted negatively on games time that is normally allocated after school time.

1.1 Statement of the problem.

Children are born free and an important part of that freedom is the birth right to play. They should therefore be granted full opportunity for play and recreation directed to the same purpose as education (Williams, 1989: 28; UN, 1994: 173). Teachers in schools must exploit and harness that urge to play and provide children with a wide range of movement experience (Williams, 1989: 28). The government of Kenya through the Ministry of Education Science and Technology has shown commitment on improving Physical education programmes in public primary schools since independent (Muniu, 1986). First, Physical education was made compulsory in both schools and teachers colleges where it was even made examinable. Secondly, since its formulation in 1964, Kenya Institute of education (KIE) has been developing curriculum and learning resources for primary, secondary schools, and teacher training colleges (Muniu, 1986; Nteere, 1982).

The 8-4-4 system of education has been criticized for its failure to accommodate Physical education programme in schools. The system was said to be overloaded in both taught and examined subjects to an extent of offering extra-tuition during weekends and evening times and thus consuming time allocated for Physical education and games (Aduda, Nov, 30th 2003: 6; Mweria, Feb, 15th 2004: 9). Schools have also been blamed for lacking leadership that is necessary to steer Physical education and games programmes (Mweria, Feb 15th 2004; 9). In fact teachers lack motivation to teach the subject and thus fail to accompany students

during class time resulting into a lot of injuries due to lack of teachers supervision (Standard News paper, Oct. 18th 1985). Lack of P.E and sports programmes has also been said to encourage obesity among school going children (Bukania, Nov 13th 2003: 25 & 29). Teachers have a negative attitude towards the subject because they fail to recognize the values of P.E (Coward et al, 1970: 5). The subject is regarded as something different from other classroom subjects (Williams, 1989: 12; Coward et al, 1970: 5, Hall, 1973: 152). In fact Williams (1989: 12), argues that P.E is regarded as peripheral subject in the curriculum and therefore it is given a status, which is inferior to that accorded to academic pursuits that are seen as central and crucial to the education process. The above case is still prevalent in public primary schools in Kenya.

The Kenyan government recognizes that shortage of sports facilities and neglect of the existing ones has slowed down development in areas of recreation and sports (Dev Plan, 2002-2008). Lack of space is a big problem that cannot be easily overcome in most public primary schools. This, along side the shortage of equipment has led to failure of Physical education and sports programmes in schools (Oduyale, 1967:1). It is imperative to note that, at school level, teachers will implement a curriculum or any given programme effectively depending on a number of things; the support teachers get from administration; the support the teachers get from colleagues; their preparedness (including in servicing); provision of relevant resources (including equipment, textbook and other teaching and

learning materials) among other things. Lack of one or a combination of the above factors will provide a challenge to the programme.

There are various studies that have been done in the area of primary pupils participation in sports. For instance Bulinda (2002) focused on motivational factors that affect primary school pupils' participation in organized sports in Shinyalu division of Kakamega District, Kenya. However, little has been done to assess teachers' participation in P.E programmes at primary school level in Kenya. It is on this account that this study attempted to assess teachers' participation in Physical education programmes in public primary schools in Westlands Division, Nairobi.

1.2 Purpose of the study

The purpose of this study was to assess teachers' participation in Physical education programmes in public primary schools in Westlands division, Nairobi.

1.3 Objectives of the study

The following were the objectives of the study;

1. To determine teachers demographic data and its affect on teachers' participation in Physical Education programmes.
2. To establish the availability of Physical education resources and their impact on teachers participation in Physical education Programmes.

3. To assess the extent to which teachers participate in various aspects of P.E programmes.
4. To investigate ways in which teachers plan, evaluate and implement P.E and sports programmes in their schools.
5. To determine the extent to which teachers are supported and motivated to participate in Physical education programmes.
6. To find out the problems faced by teachers' in their participation in Physical education programmes and their solutions.

1.4 Research questions

This study was guided by the following questions;

1. To what extent do the teachers' age, gender and professional qualifications affect their participation in P.E programmes?
2. Are the resources allocated to P.E programme effective in enhancing teachers' participation?
3. To what extent do teachers participate in various aspect of P.E programmes
4. How do teachers plan, evaluate and implement P.E programmes in their schools?
5. Is there any support and motivation given to teachers to assist them participate in Physical education programmes?
6. What are the problems that teachers' encounter while participating in Physical education programmes?

7. What are the solutions to the problem that teachers face in their participation in Physical education programmes?

1.5 Significance of the study

The study was designed to assess teachers' participation in Physical education programme in public primary schools in Westlands Division, Nairobi. It was hoped that the findings of this research would be useful to various institutions of educations and personnel involved in policy formulation and implementation, more specifically, MOEST; KIE; Ministry of Gender, Culture and sports; Teacher training colleges and all other professionals involved in P.E and sports. The research was also expected to provoke more research into ways of improving P.E and sports programmes in all schools in Kenya. It was also expected that the findings of this study would be disseminated through seminars, educational journals and other reference text.

1.6 Limitation of the study

The study was limited by a number of factors beyond the powers of the researcher. The opinion of those teachers willing to participate differed from the attitude of those teachers willing to participate in the research. The schools in this area are considered to be in urban area of Kenya and therefore, they may not be a true representative of schools in rural area of Kenya.

1.7 Delimitation of the study

The study was restricted to randomly select public primary schools in Westlands division of Nairobi province. There were many stakeholders such as parents, students, sponsors and other interested groups who influenced teachers' participation in P.E and sports in schools, this study did not deal with them due to limited resources. The study was also delimited to the use of questionnaires, interview and observation schedules as the instruments of data collection.

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1.8 Assumption of the study

The following assumptions were made;

1. That teachers would give correct non-biased information pertaining to participation in physical education in their schools.
2. That the sample used for the study (teachers of Westlands, division-Nairobi), represented a normal population.
3. That teachers in Westlands division had at least knowledge in P.E and sport since their training package constitute P.E subject and organized sport programmes.
4. That Physical education had a place in the policy framework of basic education in Kenya.

1.9 Definition of significant terms.

Break time: Refers to any free time pupil's have while in school that is out of the regular class lessons or other school activities. Usually, it is lunchtime or tea break.

Co-curricular: Refers to all other activities involved in by the pupils at school apart from academic work. These include activities in sports, community work, clubs and societies.

Games: Refers to physical activities that involve members of one team playing against another and are bound by rules and decided by number of goals/points scored (Muindi, 1998).

Organized sports: Refers to games or play activities involved in by children conducted out of regular class lessons, following fixed/agreed rules among the participants. The activities may be competitive or recreational.

Physical education: Refers to all education activities learned during physical education lessons under physical education teacher, usually the activities are games/sports oriented. In Kenyan Educational system, physical education is in the school timetable in both primary and secondary schools.

Physical education programmes: This refers to all physical activities from the simplest classroom games to the more vigorous and highly organized competitive sports. It involves instruction and out of class physical activities.

Play: Refers to activity done for amusement or recreation especially by children. These include marble games, hide and seek, rope skipping among other activities.

Sport: Refers to physical activity done indoors or outdoors for exercise and amusement, usually performed in a special area and according to fixed rules. Examples include field and track athletics, ball games (Soccer, Netball, Volleyball) racket games (Squash, Lawn tennis).

Sports & Games: Refers to all motor activities done outside the scheduled teaching time in school, which may;

- Be in form of ball games, athletics, gymnastics, swimming or any other physical activity.
- Enhance proficiency in motor skills learning during physical education lessons
- Be competitive or recreational
- Be done after the day's lessons, over the weekends or holidays (Not necessarily done in the school compound) (Muindi, 1998).

Sports skills: Refers to the technical knowledge of performing a particular sporting activity, like dribbling in basketball, shooting in soccer, bowling in cricket.

Teachers' participation: Refers to teachers actively involving themselves in the teaching of Physical education and sports programmes in their schools.

Public primary schools: This are schools that are government maintained in that government provides teachers and subsidizes the parents' effort in the provision of teaching/learning materials.

1.10 Organization of the study.

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study, assumption of the study, definition of significant terms and organization of the study. Chapter two constitutes of review of related literature under the following sub headings; Introduction, objectives of P.E programmes, the role of teachers in P.E programmes, instructional P.E programme, Teaching/learning resources in P.E programmes, status of P.E programmes in primary schools, P.E teacher training and the conceptual framework. Chapter three has the research methodology and includes the following; introduction, research design, the target population, the sample and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques. Chapter four has data analysis, interpretation and discussion. Chapter five has summary of the findings, conclusions, recommendations and suggestions for farther research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This section reviews the related literature in the following headings: Physical and motor development objectives of P.E; cognitive development objectives of P.E; social development objectives of P.E; the role of teachers in P.E programmes; P.E instructional programme; P.E teaching/learning resources; the status of P.E in primary schools, teacher training in P.E and sports and the summary of the Literature review. The section ends with a conceptual framework.

2.1 Objectives of physical education programme.

Physical education programme in its modern connotation includes all the physical activities from the simplest classroom game to the more vigorous and highly organized competitive sports (Kirchner, 1974: 6; Kodzi, 1979: 11). These activities make up the school programme and they are the means through which ends of P.E are achieved (Williams, 1989: 24).

2.1.1 Physical and Motor development.

A program of physical activity builds physical power in an individual by developing the various organic system of the body. The value of this objective is based on the fact that an individual will be more active, have better performance, and be healthier if the organic systems of the body are adequately developed and

functioning properly (Bucher, 1975: 55). The author citing Herington (1922) argued that Physical activity is the only source of developing the latent power of the organism that is inherited. Although sleep, nutrition, and rest contribute to the proper functioning of the organism, they have no power to develop latent resources, which physical activities do accomplish. The author adds that, a healthy nervous system depends on vigorous physical activity children and the youth engages in during the early year of childhood. According to Jones et al (1957: 2), Physical education programme through its emphasis on the big-muscle activity, gives a growing child widely varied opportunity to develop bodily control and coordination. Motor and movement objectives is concerned with developing body awareness and making physical movement useful, with as little expenditure of energy as possible. A child derives proficiency, gracefulness, and aesthetic in physical education programmes (Bucher, 1975: 65). Children of primary age have an interest in and thirst for physical activity. Physical education program therefore satisfies this need (Williams, 1989: 1). The programme provides a wide variety of motor skills that is used in every day's activities and in future leisure time pursuits by children (Kirchner, 1974: 9; Bucher, 1975; 56). Bucher (1975) notes that physical educators should develop in student unique movement potentialities and an understanding and appreciation of human movement. Using the findings of studies by Hein and Ryan (1960) on the contribution of physical activity on health of human beings, the author points out that;

- Regular exercise can assist in the prevention of obesity

- Regular physical activities throughout life appear to inhibit coronary heart disease.
- Regular physical activity assists in delaying the aging process and probably favorably influences longevity.
- Regular physical activity contributes to body conditions that enable the individual to better meet emergencies and thus, in turn, enhance health and avoid disability (Bucher, 1975: 56).

Bukania (2002) asserts that the current prevalence of obesity reflects socio-economic, cultural and environmental changes that promote over-eating while discouraging physical activity. She notes that, a sedentary lifestyle, where children are dropped and picked up from schools that hardly offer co-curriculum activities, may be the cause of obesity among children (Daily Nation 13TH Nov 2002: 25).

2.1.2 Cognitive development objectives.

The cognitive development objective deals with the accumulations of body of knowledge and the ability to think and to interpret this knowledge (Bucher, 1975: 58). Learning is the most important function of play (Dearden, 1968: 103; Bucher, 1975:58). Both Dearden and Bucher agree that, even a casual observation of children at play, suggest that a great deal is unintentionally being picked up. However, Bucher (1975:56) adds that, there is need for thinking on the part of the intellectual mechanism that result into children acquiring knowledge. The coordination involved must be mastered and adapted to the environment in which

the individual child lives. In all these movements the child must think and co-ordinate the muscular and nervous systems. Physical activities also provide knowledge of such things as rules, techniques, and strategies involved in different games (Bucher 1975: 58). The world health organization (WHO) defines health as not merely absence of diseases but also a state of physical, mental and social well being. mental health is therefore an essential component of overall health of an individual. (Daily Nation, 18th oct 1988: 18) Bucher (1975) suggest that knowledge concerning health should play an important part in the physical Education programmes. Children should know about their bodies, the importance of cleanliness, factors in disease prevention, importance of exercise, need for a well balanced diet, values of a good health attitudes and habits, and the community and school agencies that provide health service. With accumulation of knowledge of these facts, activities will take on a new meaning, and health practices will be associated with definite purposes. This will help each individual live a healthier and more purposeful life (Bucher 1975: 58) The physical education programme should encourage students to ask question such as; why is it important to play this activity? Why is exercise important? Why is it important to play according to the rules? The programme should also give students more opportunities to think, that is, allow them to make choice and plan strategies. The more thinking, that takes place on the part of students, the more educational the activity becomes (Bucher. 1975: 58). As a result of participation in physical education activities, the child will be better able to make discriminatory judgments, by which knowledge of

value is mentally arrived at. This means that the child will have greater power for arriving at a wise decision and can better discern right from wrong and the logical from the illogical. Through personal experience in various games and sport the child will develop a sense of values, an alertness, the ability to diagnose a tense situation, the ability to make a decision quickly under highly emotionalized conditions, and the ability to interpret human action (Coward & Lane, 1970:1, Bucher 1975: 59). In physical education activities a child also gains insight into human nature. Physical education, as expressed in the various forms of activities, consists of social experiences that enable participants to learn about human nature. For all children, this is one of the main sources of such knowledge. Here they discover the individual's responsibility to the group, the need for follower ship, and leadership, the need to experience success, and the feeling of 'belonging'. Children learn how human beings react to satisfactions and annoyances. Such knowledge contributes to social efficiency and good human relations (Bucher, 1975:58). Physical education programme also develops creative talents in children. A child through physical activities is provided with opportunity to think, feel, see and express himself or herself in his or her own way. Since every child has an inherent ability to be creative, the P.E programmes should provide numerous opportunities for each child to explore and express his or her creative talent through movement (Kirchner, 1974: 12).

2.1.3 Social development objectives.

The social development objectives is concerned with helping an individual in making personal adjustment, group adjustments, and adjustment as a member of society (Bucher, 1975: 59). The author argues that activities in the physical education programmes offers one the best opportunities for making these adjustments, provided there is proper leadership. The rules of the game are the rules of the democratic way of life. In games one sees democracy in action (Jones, Morgan & Steve 1957: 25; Bucher 1975: 59). Individual economic status, background, race, or other discriminating characteristics do not play a role. Performance is a sole criterion of success (Bucher, 1975). Another aspect of the social objective of physical education that is being recognized is the need for each boy and girl to develop an appropriate self-concept. Students need to develop wholesome attitudes towards themselves as maturing persons. During the various stages of growth through which young people go, they are often accepted or rejected by their classmates because of their physical characteristics. It is therefore important for individual to develop themselves physically, not only for reasons of their own self-awareness but also because of the implications that their physique and physical skills have for their social image (Bucher, 1975). Singh, Garg and Debnath conducted a survey to determine the similarities and difference in personality characteristics between female gymnasts and non-sports women in India. They found out that female gymnast were more outgoing than the more reserved non-sports women. To explain this the researchers pointed out that, as the

girl practice with other girls and boys, she comes into contact with other persons. The other reason is that the girls get used to spectators since she may be required to perform in front of a big crowd wearing a typical kind of costume. Also the girl travel to many other places for coaching camps and competitions, this exposes her to so many things. The researchers also looked at other aspect such as; expedient versus conscientious; trust versus suspicion and low integration versus high self control concepts. The sportswomen again came out on top. Self-control, conscientiousness, self-discipline and high self-control concept are some of the factors, which play a role for high performance in competitive sports. A gymnast has to train herself for three or four hours daily throughout the year, observe proper discipline, rules and regulations of training rest, diet and sleep (Gichuhi, 1987: 12).

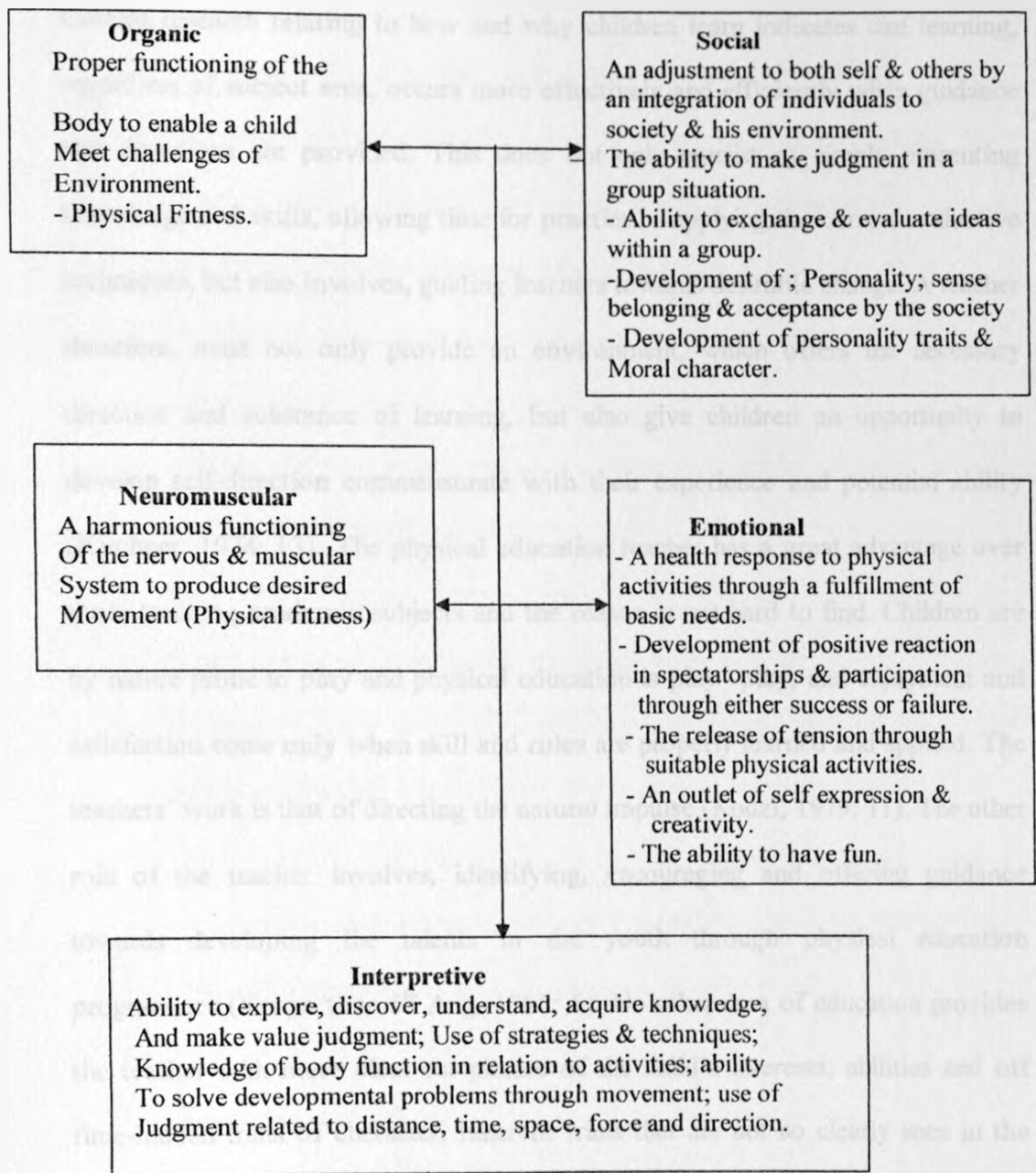
Another aspect of social objective that should be kept in mind is the emergence of many social trends and forces that present a challenge to today's education (Bucher, 1975: 59). The programme provides an opportunity for the learners to be exposed to emerging issues such as human rights, environmental conservation, drugs and substance abuse and HIV/AIDs (KIE, 2002 Vol 2). Each individual has certain basic social needs that must be met. These include a feeling of belonging, recognition, self-respect and love. When these needs are met, the individual becomes well adjusted socially. When they are not met, the anti-social characteristics develop. For example, the aggressive bully may be seeking

recognition, and the member of the gang may be seeking a feeling of belonging. The 'needs' theory has tremendous implications for the manner in which we conduct physical education programmes. The desire to win, for example, should be subordinated to meeting the needs of the participants (Bucher, 1975). All human beings should experience success. This factor can be realized in play. Through successful experience in play activities, children develop self-confidence and find happiness in their achievements.

The rules of sportsmanship should be developed and practiced in all activities offered in the programme (Bucher 1975: 6) The author argues that such qualities as courtesy, respect for authority, and abiding by the rules will help considerably in the promotion of social efficiency.

Other objectives of P.E programmes are summarized in the following Model adapted from Bucher.C; *Foundation of Physical education* (1975: 52).

Figure 1: Summary of developmental objectives of P.E



Adapted from Bucher. C; *Foundation of Physical education*; 1975 page 52.

2.2 The role of the teacher in P.E programmes.

Current research relating to how and why children learn indicates that learning, regardless of subject area, occurs more effectively and efficiently when guidance and directions are provided. This does not only consist of simply presenting knowledge and skills, allowing time for practice or applying the correct evaluative techniques, but also involves, guiding learners towards desirable change. A teacher therefore, must not only provide an environment, which offers the necessary direction and substance of learning, but also give children an opportunity to develop self-direction commensurate with their experience and potential ability (Kirchner, 1974: 13). The physical education teacher has a great advantage over those teaching academic subjects and the reason is not hard to find. Children are by nature prone to play and physical education is play –play, and enjoyment and satisfaction come only when skill and rules are properly learned and applied. The teachers' work is that of directing the natural impulse (Kodzi, 1979: 11). The other role of the teacher involves, identifying, encouraging and offering guidance towards developing the talents in the youth through physical education programmes (Kenya time 5th Aug. 1986: 6). No other area of education provides the teacher with more clear-cut picture of the child's interests, abilities and off time-hidden traits of character. Inherent traits that are not so clearly seen in the more restrained atmosphere of the classroom are often plainly evident when the child is engrossed in play and this can easily be streamlined by the teacher thus bring about socio-emotional adjustment (Bilbroug & Jones, 1968: 8).

Bilbroug & Jones (1968: 11) summarizes the aims of P.E class teacher as follows;

- a) To contribute to the physical development of each child.
- b) To increase the physical skills of each child, developing stamina, adaptability and the ability to cope with various tasks and situations.
- c) To enable each child, through physical activities to experience a sense of achievement as frequently as possible.
- d) To help the children to experience the enjoyment associated with well-planned, stimulating and purposeful lessons.
- e) To help children learn how to cooperate with each other and to work successfully as members of a group.
- f) To help children exercise the natural learning process of enquiry and discovery through creative and imaginative physical activities.
- g) To help children to develop physical and mental co-ordination, self-control and confidence
- h) To provide an opportunities for a wide experience in all types of movements and activities, both with and without apparatus and for using all kinds of apparatus in as many different ways as possible.

2.3 P.E instructional programme

Commenting on P.E curriculum in schools, Bucher (1975: 11-13) noted that Physical education must be relevant to today's world. He argued that, time has changed and P.E must change with time. New problems face our society and the

world at large. If education has to be relevant to the current needs, it must do something about these problems. The author asserts that, thought must be given to how P.E programmes in schools can make greatest contribution to the culturally disadvantaged, physically handicapped, mentally retarded, emotionally disturbed, and poorly coordinated; What part P.E can play in helping to solve problem associated with alcohol, drugs, and student unrest; and what can be done to improve the environment. He also noted that Physical education should be made relevant to an individual. The author observes that the blanket type of P.E is obsolete. He says that P.E programmes must relate to all types of individuals be it handicapped or normal, female or male, skilled or unskilled, and whether they live in the city or suburb. He adds that, in the modern world, students want a say concerning what type of programmes exist, and they want to be able to identify with the contributions it can make to them as individuals. They must be allowed to have a voice in the P.E programmes and these programmes must be related to them. He adds that Physical education programmes must be relevant to the environment. On this issue the author notes that if P.E has to be relevant to the environment, it must prove its worth to the taxpayers. Expensive facilities must be well cared for and used to their capacity. The interest that the public shows in their schools should be used to clarify to them the true meaning and worth of P.E. Programmes must be constructed in a way that all individuals readily see the contributions they make to the total school and to the community. Finally he suggests that Physical education to be relevant to education. He argues that P.E

can no longer be merely exercise, games and fun. It must relate more directly to the goals of general education and the primary goal of schools. There must be a sound rationale for the need of P.E programmes. There must be a scientific foundation and intellectual base for P.E programmes that show clearly the need for these programmes in the institution, designed primarily for the purpose of developing 'brain power'. There must be progression and orderliness to our programmes that evolve and produce the physically educated persons. There must be an imparting of knowledge, as well as the development of Physical skills. The KIE primary school syllabus (2002), seems to cater for the above by providing a systematic progression of movement experiences from simple body movement activities to more complex skills in sports and games which the learner is exposed on as he/she passes through different developmental stages. The skills are designed to enhance and harmonize the development of the learner physically, intellectually, socially, and emotionally. It is expected that the teachers adopt the given activities to suit each individual learner. The study by Bulinda (2002) found out that primary school pupil's interest in sports was high and thus teachers and parents can arouse them even more with activities not directly related to sports. This involves giving pupils a chance to include activities they like most in the P.E Lessons.

Jensen (1988: 202), suggests that in the design and management of instructional programmes of P.E, the following considerations should receive serious attention; (1) appropriate class size to enhance effective instruction; (2) appropriate length of

class periods and adequate instructional time per week; (3) the use of competent teachers, assigned in accordance with their strength; (4) provision of adequate facilities, equipments, and supplies; (5) adequate variety of sports and games to meet students needs and interests; and (6) involvement of the right sequence of progressions to lead effectively towards educational goals.

In Kenyan primary school, according to KIE (2002), the lower primary classes have been allocated a total of 35 lessons of 30 minutes each, whereas upper classes have 40 lessons of 35 minutes each. Physical education is allocated 5 lessons in lower classes and 4 in upper classes (KIE, 2002). English language, Kiswahili, Science, Social studies, Religious studies and Mathematics constitute subjects that are externally examined whereas Creative arts, Mother tongue, Physical education and programme of pastoral instruction (PPI) involves subjects that are internally examined (MOEST, Feb, 2003: 6). This information is summarized in table 1 below.

Table 1, KIE Primary schools subjects' time allocation

| SUBJECTS | Class 1 - 3 (Lessons per week) | Class 4 - 8 (Lessons per week) |
|------------------------|---|---|
| 1. English | 5 | 7 |
| 2. Kiswahili | 5 | 5 |
| 3. Mathematics | 5 | 7 |
| 4. Science | 2 | 5 |
| 5. Social studies | 2 | 3 |
| 6. Mother tongue | 5 | - |
| 7. Creative arts | 3 | 3 |
| 8. Physical Education* | 5* | 4* |
| 9. Pastoral Programme | 1 | 1 |
| Total lessons | 35 | 40 |

(Source; KIE Primary Syllabus, 2002; Volume, 1).

Oduyale (1967: 1) suggests that, scheduling of P.E classes on the timetable must be done with a lot of care. They should be spread over the morning and afternoon sessions considering the space and facilities available in that particular school. Research done by Muindi (1998) found that timetabling was a critical issue in sports program. Teachers and students preferred P.E classes to be scheduled as the last lesson to break and evening time was preferred for skill practice. Class size is influenced by several factors. According to Jensen (1988) these factors include; regulation and policies issued by higher authority; the size of each teaching station

(school), the nature of the subject or activity, and the numbers of students that must be accommodated with the facilities and teachers available. The report of the sector review & Development gave the average class size in Kenyan primary schools as ranging from 22-43 (MOEST, 2003: 65). The primary school enrolment rose from 5.9 millions to 7.2 millions due to free primary school policy that was introduced early 2003 (Siringi, 2003: 6). This may have had a trickle effect on class size prompting the government to propose double shift system for classes 1-3 for those schools that enrolled more pupils than they had capacity to handle (MOEST, May, 2003). Large classes have a negative effect on the teaching learning process as teachers cannot adequately pay attention to slow learners or effectively carry out proper assessment of their pupils. This also applies to P.E. The recommended class size in Kenyan primary schools is 50 students per class (MOEST, Sept 2003).

The main element in a successful educational environment is a competent and concerned teacher. Teachers should be assigned classes on the basis of their qualifications and proven success and not preference and conveniences (Jensen, 1988: 210). The author advances the following methods for staffing of P.E teachers in elementary schools;

- Have one or more specialist in the school that should be in charge of all P.E classes.

- Team teaching where teachers assigned P.E lessons on a weekly basis on a rotational order.
- Classroom teacher teach P.E.-The advantage of this method is that the teacher will be able to integrate P.E with other subject matter. Also the teacher will be familiar with the students and will be able to know their personalities and abilities.

Teaching load in schools cannot adequately be determined by number of hours per day or week. This is because other factors must be considered (Jensen, 1988). In addition to the hours the teacher spends in class, a teacher needs time for planning and preparation, student consultation and consulting with administration and parents. Another factor is that many Physical educators have extra-duties after class hours e.g. coaching games and conducting intramurals.

In any educational programme, evaluation is very important aspect to both the teacher and the student. The KIE (2002) suggested the following techniques to be used by teachers when assessing P.E in primary schools; a) observations, b) Tasks, c) set standards, d) written tests/assignments, e) questions & answers and f) learners progress records. The KIE syllabus (1992), elaborates farther that;

- Each child should be given a grade at every end of term
- A final grade should be given from the average of the three terminal grades.

- The physically disabled pupils should not be ignored, teachers should set tests or give them activities that they can perform and be assessed on them.

The syllabus therefore, gave the following procedures, which teachers should follow when awarding marks in physical education:

- i. Marks should be given to pupils for the efforts made. If a pupil is unable to perform the skill perfectly but makes an effort and is seriously trying, the final grade should reflect this.
- ii. Teachers should give pupils marks as per their attitude towards physical education. The grade should reflect pupil's interest, preparedness, discipline, punctuality and regularity in attendance.
- iii. Teachers should assess pupil's emotional/social development and award them marks; the grade should reflect pupils' stability and ability to adjust to different situations, to accept victory or defeat, to accept and reflect leadership to co-operate and to be self-disciplined. This should be reflected not only in P.E, but also in school environment.
- iv. Assessment of pupil's knowledge of P.E. The grade given by the teacher should reflect the pupils' knowledge through participation and environment during P.E. Finally;
- v. Teachers should assess pupil's skills acquisition ability. The grade given should reflect the improvement made by the child towards the

mastery of variety of skills in P.E (KIE, primary schools PE Syllabus, 1992: 208).

2.4 P.E Teaching and learning resources

The government of Kenya admits that shortage of sports facilities and neglect of the existing ones has slowed down development in the area of recreation and sports. In the development plan of 2002-1008 the government pledged to concentrate on the following areas; Provision of facilities for sports and recreation; improve management of sports facilities; Review existing policies to incorporate vulnerable groups in the area of sports and recreation; Establish community based recreational facilities; Review recreational and sports policies to ensure that they are gender responsive and; Start national sports lottery to raise money for all sports in the country under the auspices of the Kenya National sports council (Dev. Plan, 2002-8: 74). The report of the sector review and development (2003) citing the survey on the availability of teaching and learning resources in primary schools in Kenya (SAQMEC 1999), concluded that there was a critical shortage of textbooks, equipment and physical facilities in Kenyan primary schools (MOEST, Sept 2003). The report noted that the basic requirement of primary schools is Land which should be adequate and appropriate – about five acres to accommodate tuition block, ablution block, administration block, and playing fields for sports and athletics. The report suggested that, where Land is less than five acres, adequate and reliable facilities for sports and athletics should be identified

(MOEST Sept. 2003: 27). However, shortage of space for sports in our primary school continues being a big problem to date (Oduyale, 1967: 1).

The quality and adequacy of resources such as physical facilities, equipments, teaching and learning materials have a direct bearing on the quality as they determine how effective the curriculum / Programme is implemented (Republic of Kenya, 1999: 89). The commission noted disparities in schools in terms of resources, which makes it difficult for some schools to offer the courses expected of them. It therefore suggested that, schools be provided with adequate facilities and equipment to offer particular subjects.

Coward & Lane (1970: 1), observes that, in Africa there is no need for expensive textbooks or expensive equipment for teaching P.E. Everything a teacher needs can be made locally and this equipment be educationally as valuable as anything commercially produced. Oduyale (1967) supports these sentiments that apparatus such as beanbags, ropes, hoops, mats among others can be provided from local resources. He observes that classes should gradually build up its own apparatus and store it in a large box or cupboard. The primary schools P.E syllabus has a list of suggested teaching and learning resources that can be easily improvised (KIE syllabus, 2002). However there has been a continuous lack of physical facilities in schools. Bulinda (2002: 63) in his research on *'Factors affecting primary school participation in organized sport'* found out that most primary schools lacked

essential facilities such as changing room and thus affecting pupils participation in sports.

2.5 The status of P.E programmes in primary schools.

The existence of subject hierarchy in which P.E subject is consistently placed lower rather than higher in the subject order has produced a tendency for Physical educationist to be defensive about their subject and to seek and argue for greater recognition of its educational worth (Williams, 1989: 11). Primary school teachers have frequently been prime target for criticism by those working in Physical education, for their failure to appreciate the value of Physical education and for their failure to teach the subject properly (PEA, 1987; Coward et al, 1970). Physical education subject is always given an inferior status contrary to academic pursuits, which are seen as central and crucial to the educational process. The marginal status of P.E is noted by Hargreaves (1977) who sees the subject towards the bottom of a hierarchical order of knowledge, which rates 'academic' subjects as superior to 'practical' subjects. At a theoretical level further insight is offered into the subject by Meyer (1980) who categorizes subjects in terms of 'universality' and 'centrally'. He argues that, almost all students will follow a number of universal curriculum subjects, that is, subjects that have a general agreement by the public and the professionals that enrolment in them is essential for all or nearly all students of school age. Such subjects would include Mathematics, English and Physical education. Other subjects, while on the

curriculum, would not be seen as universal and would be available only to some students or some groups of students. Subjects may also be classified as either central or peripheral. A subject or group of subjects is defined as central if it is seen as essential for student at a particular stage in schooling. Mathematics would be seen by most as both central and universal. Physical education, on the other hand, although universal, would generally be labeled as peripheral, in that, although commonly pursued by almost all pupils it can be omitted from an individual's timetable altogether without that individual being considered to be missing out a fundamental part of education. The author further argues that, many other powerful interested parties, which he calls 'legitimizing publics' exert a subtle but strong influence on the curriculum, and that, subjects and innovations only survive in schools if they enjoy this wider support. Williams (1989: 11) citing a survey conducted by Williams (1989) on primary teachers showed that P.E was ranked third in importance behind Mathematics and English, for junior school pupils. This indicated that many junior schoolteachers accorded the subject rather more than marginal status.

Many educational system in the world, have tended to sideline P.E (Muniu, 1986). The publication of BBC News entitled '*3Rs creating couch Potatoes*' shows that the amount of P.E taught in primary schools is decreasing because of government emphasis on 'three Rs'. The survey funded by sport England, showed that a third of 1,500 English primary schools that responded had reduced the time they

devoted to P.E in the past years. Of those, a half had lost 30minutes of P.E each week, and another 20% had lost an hour a week. A third of schools said there was insufficient support available for teachers to become confident and competent to teach P.E, and a quarter reported that they did not have enough qualified staff to teach the subject (<http://news.bbc.co.ke/1/n/education>).

Age of teachers is another issue in the teaching of Physical education in primary schools. Some teachers feel that because they are old or out of training, they can do nothing about the teaching of P.E (Oduyale, 1967: 1). The author argues that this should not be the case since teachers with knowledge of the subject need not perform demonstration but to use pupils for demonstrations. The teacher suggestions, coaching and encouragement to students is more important.

2.6 Teacher Training in P.E.

There is around 21 teacher training colleges national wide that train teachers in P1 grade courses (Siringi, 2003: 6) According to Nteere, 1982), there are 3 grades of teachers trained in these colleges. The lowest was P3 that was faced out. The P2 was the second that constituted students with secondary education who did not do well in their exams. P1 is the heights with students who excelled in their secondary school exam. The P1 physical education syllabus that is compulsory for all student teachers has the same format as the P2 syllabus. It contains units such as; Aims of P.E; Athletics; Ball games; Gymnastics; Dance; Sports injuries among others. The

other very important unit in the syllabus aims at assisting teachers in their preparation of P.E lessons is Methodology in P.E. The unit acquaints teachers on various issues such as P.E lesson plans, scheme of work, Teaching methods, Microteaching and learning/teaching material improvisation. The whole course takes duration of two years. The general teaching practice takes a maximum of eleven weeks and teachers are expected to plan and teach the subject taught in primary schools level, including P.E (Draft syllabus P2, March 1986; Nteere, 1982). Extra – curriculum activities of which sports and games is part is also seriously fostered in primary teachers colleges (Nteere, 1986; Hall, 1973)

2.7 Summary of literature review

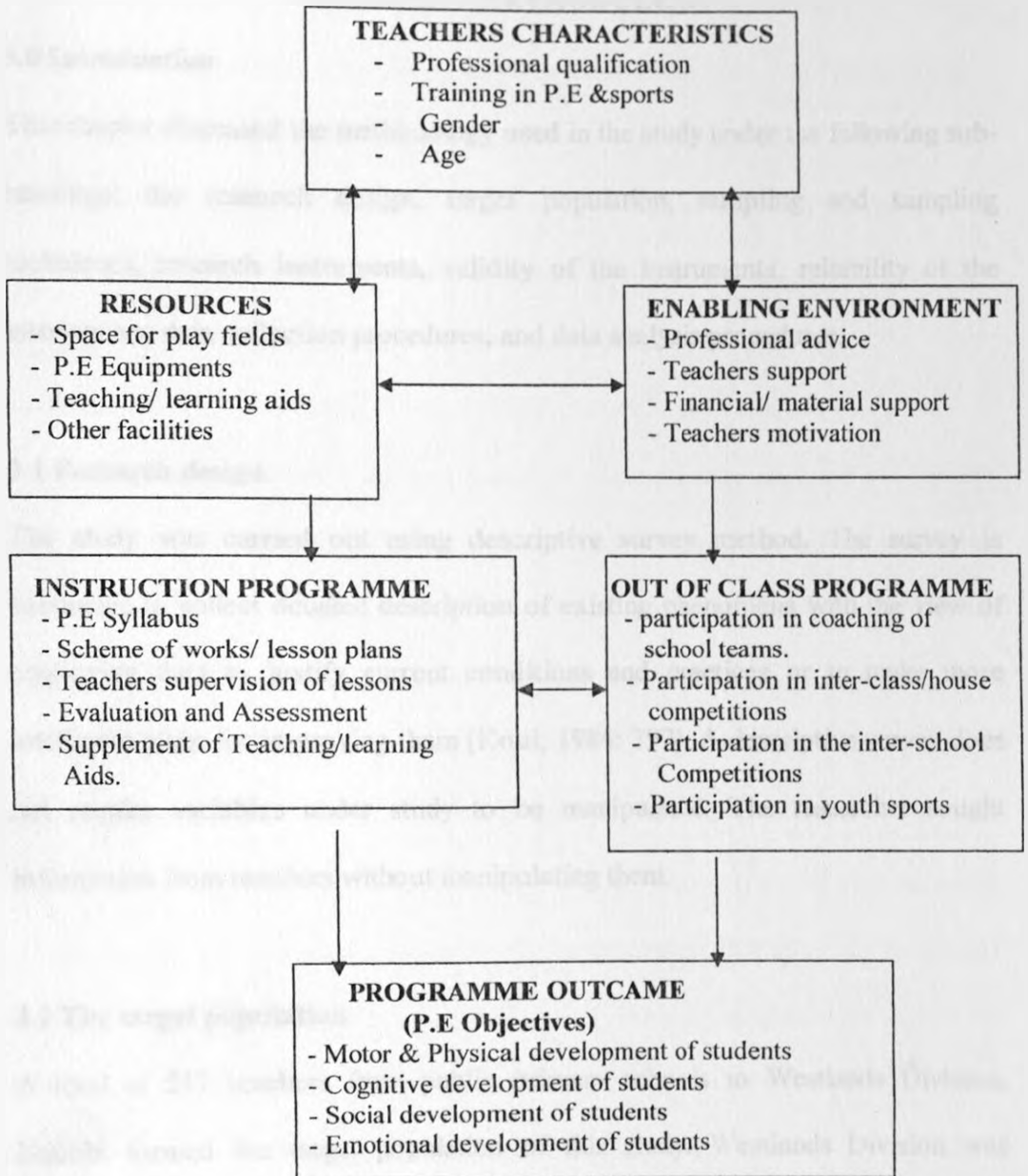
Report of the sector review and development (2003) citing a survey by SAQMEC (1999) noted that there were inadequate textbooks, equipment and facilities in Kenyan primary schools. The survey was general and did not examine the availability and adequacy of Physical education facility and their effect on teachers' participation in Physical education programmes. This was one of the major concerns of this study. A study by Bulinda (2002) dealt with factors that affected primary school pupil's participation in sports. He found out that participation in sports is related to improvement in sports skills. With increased sports skills there was increased pupils participation in sports. Teachers were an essential variable in increasing pupils' sports skills, yet the study did not deal with them. This study therefore intended to assess teacher's participation in P.E

programmes in public primary school in Westlands division. The study focused on the following; the extent to which teachers age, gender and professional qualification affect their participation in P.E programmes, the availability and quality of P.E facilities and equipments to enhance teachers participation, the support and motivation teachers receive in order to perform their P.E and sports duties, how teachers plan and evaluation and implement of P.E programmes, problems teachers encounter in the field of P.E and out of class (sport) programmes and the possible solution to those problems.

2.8 Conceptual Framework

The figure 2 shows a teacher as a very important component of Physical education programme. The teacher with the aid of an enabling environment interacts with necessary resources to necessitate instruction and out of class P.E programme in schools. Teachers' participation in P.E programmes is very necessary for the achievement of the programmes objectives.

Figure 2: Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discussed the methodology used in the study under the following sub-headings; the research design, target population, sampling and sampling techniques, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, and data analysis procedures.

3.1 Research design.

The study was carried out using descriptive survey method. The survey is conducted to collect detailed description of existing phenomena with the view of employing data to justify current conditions and practices or to make more intelligent plans for improving them (Koul, 1984: 397). A descriptive survey does not require variables under study to be manipulated. The researcher sought information from teachers without manipulating them.

3.2 The target population

A total of 517 teachers from public primary schools in Westlands Division, Nairobi formed the target population of this study. Westlands Division was purposefully selected because it is well supplied by road network and schools are close to one another. Due to proximity of the schools to each other and their accessibility, the researcher conveniently collected data

3.3 Sampling techniques and sample size.

There were 25 public primary schools in Westlands Division of Nairobi. All the schools were mixed schools. The schools were divided into two zones namely; Parklands zone and Kilimani zone. Parklands zone had 13 primary schools while Kilimani zone had 12 primary schools. The researcher used all the mixed schools since they all were exposed to the same gender of students and therefore had same challenges. Simple random sampling was used to select the school for the study. According to Gay (1976) and Hinton (1995), a sample of 10% of the population is considered minimum while 20% of the total population is required for smaller population. The researcher adopted this for the purpose of this study. Considering a total population of 25 schools, 10% would be 2.5 schools and 20% would be 5 schools. For the purpose of this study, the researcher intended to use 6 schools, which was 24% of the total schools in Westlands division of Nairobi province. All zones produced equal number of schools because each zone had almost the same number of schools. (Parklands 13 and Kilimani 12). This meant that each zone had 3 schools that were randomly selected. However, during the study the researcher visited 4 schools from Kilimani zone and 2 schools in Parklands zone. An additional school that was selected from Kilimani zone to make a total of 4 schools was right on the boarder of Kilimani and Parklands zone.

There were a total of 517 teachers of which 409 (79%) were female and 108 (21%) were male (Westlands Division 31st April 2004 returns). To ensure equal

representation of gender, the researcher employed stratified random sampling technique. According to Mugenda & Mugenda (1999:47) Stratified random sampling is used to achieve desired representation from various sub-groups in the population the same was the case with this study. The researcher randomly selected 15 teachers from each of 6 schools selected, of which 11 (79%) were female teachers and 4 (21%) were male teachers. The total of female teachers was 66 and male teachers were 24. Apart from the teachers other respondents represented 6 head teachers that were purposefully sampled. The head teachers were useful in this study because they provide leadership and guidance to all school programmes and therefore the researcher considers the information they gave as very important in the fulfillment of the objectives of this study (Mugenda & Mugenda 1999: 50). A total of 96 respondents were used in this study, which forms 19% of the total population almost 20% suggested by Gay (1976) and Hinton (1995).

3.4 Research instruments

The study used three research instruments that were in three parts. Part 'A' consisted of questionnaire that had both structured and unstructured questions. The questionnaire consisted of three section, 1,2 and 3. Section 1 sought general information about the teacher, for instance gender, professional qualification, and other courses attended. Section 2 of the questionnaire dealt with the opinions of teachers concerning participation in selected aspects of Physical education

programmes namely instruction and out of class sports activities. The respondents were required to indicate their choice of answer by ticking against the choice on each sub-item. The score were assigned likert type scale as follows, always (1) Frequently (2), Rarely (3), and Never (4). Section 3 of the questionnaire contained open-ended questions, which required the respondents to give the required information by filling blank spaces that were provided. These questions addressed among other things, the following issues; availability and nature of P.E facilities and equipments, professional and other kind of support given to teachers, problem experienced by teachers while participating in P.E programmes and ways of overcoming them. Part 'B' consisted of interview schedule in which the researcher designed open-ended questions that required head teachers to answer. Koul (1972:171), maintains that interview is a process of communication or interaction in which the subject or interviewee give the needed information verbally in a face-to-face situation. The interview enabled the researcher counter check the information provided by head teachers with that of teachers in the questionnaire. It also enabled the researcher acquire in-depth information about problems facing teachers in the field of physical education in their schools. Part 'C' consisted of observation schedule. This was systematically employed to verify data and provide a more insight in the situation on the ground. Gall & Borg (1996:344), noted that observation techniques provides a more complete description of phenomena than would be possible by just referring to interview statements. Among the things that were observed included; P.E documentations that included schemes of work, mark

books, timetable and facilities and equipment for P.E. The researcher conducted a direct observation and made comments accordingly.

3.4.1 The validity of the instrument.

The instruments were tested in two selected public primary schools in Kikuyu division, Kiambu districts of Central province, Kenya. The two schools were Musa Gitau primary school and Kikuyu Township primary school. The two were selected because they are bordering Westlands Division and that they had similar condition as schools in the division under study. The schools were also near Kikuyu Campus of Nairobi University and thus easily accessible to the researcher. The pre-test helped determine validity and reliability of the instrument. Mugenda & Mugenda (1999: 99) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words validity is the degree to which results obtained from analysis of the data actually represent the phenomena under study. The instruments in this research namely questionnaire, interview and observational schedules reflected the objectives, research questions and more importantly the research topic. For validity, the researcher ensured that all the items in all these instruments were based on the themes highlighted in the conceptual framework. The items were also structured in simple English language, which respondents found easy to respond to. Rules concerning interviews were adhered to. The observation schedule were pre-tested by more than one observer and adjustment made accordingly.

3.4.2 The reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields constant results or data after repeated trials. Split half technique was used to determine the reliability of the questionnaire. The computation of Pearson correction coefficient (r) between scores of the two half of the test was employed using statistical package for social science (SPSS) and found to be 0.5106. Afterwards the reliability of the instrument was determined using Spearman's Brown prophecy formula as shown below;

$$\text{Reliability of the entire test} = 2 \frac{(\text{Reliability of 0.5 test})(r)}{1 + (\text{Reliability of 0.5 test})(r)}$$

where r is coefficient of correlation.

The spearman's prophecy was found to be 0.6736 (0.7). After the pre-test the items that were found unsuitable were discarded and others modified to improve the instruments.

3.5 Data collection procedure

The researcher obtained permit from the Ministry of Education, Science and Technology (MOEST), and permission from City education department before proceeding to the field to collect data. The researcher administered the instruments personally. Interviews were carried out in head teachers' office. The researcher collected observational data by use of simple observational technique. He then made comments on the items listed in the observational guide. The comments

were later analyzed to provide the information needed to complement the questionnaires.

3.6 Data analysis techniques

The analysis of data involved both quantitative and qualitative techniques. Simple descriptive statistics such as frequency, means, and percentages were used. Where possible cross tabulation was used on items that sought same information. The qualitative data analysis was mainly descriptive in nature.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS.

4.0 Introduction

This Chapter presents and analyses the findings of the study. These findings were organized under various sub-headings according to the research objectives. The sub-headings were; Teachers' demographic and its impact on P.E programmes; The extent to which teachers' age, gender, and professional qualification affect their participation in P.E programmes; Effect of resources allocated to P.E on teachers' participation in P.E programmes; The extent to which teachers' participate in selected sub -items of P.E programme; How teachers plan, evaluate and implement P.E programmes in their schools; Support and motivation given to teachers who participate in P.E programmes; Problems encountered by teachers while participating in P.E programmes and their solutions.

4.1 Questionnaire return rate.

Table 2: Questionnaire return rate

| Respondents | Delivered | Returned | % |
|--------------------|------------------|-----------------|-------------|
| Teachers | 90 | 70 | 77.8 |
| Head teachers | 06 | 05 | 83.3 |
| Total | 96 | 75 | 78.1 |

A total of 90 questionnaires were delivered to teachers in 6 primary schools in Westlands division, only 70 questionnaires were returned for analysis. This was

77.8% return rate, which is considered to be a good rate. Five head teachers 83.3% were able to be interviewed while one (16.7%) was not interviewed.

4.2 Teachers demographic data and its impact on P.E programmes.

Tables 3, 4,5,6,7 and 8 show teachers demographic data followed by discussion on how the data impact on teachers' participation in P.E programmes.

Table 3: The Gender distributions of teachers/ Head teachers.

| Sex | Teachers | | Head teachers | |
|--------------|-----------|-------------|---------------|-------------|
| | Frequency | % | Frequency | % |
| Male | 16 | 22.9 | 05 | 83.3 |
| Female | 54 | 77.1 | - | |
| Total | 70 | 90.0 | 05 | 83.3 |

Table 3 shows gender of teachers and head teachers. The study revealed that there were more female teachers in public primary schools in Westlands division, Nairobi. The female respondents were 77.1% in comparison to male teachers who were 22.9%. The male head teachers interviewed were 83.3%. The above gender disparity may be due to the fact that Westlands division is one of the divisions in Nairobi province, which is in urban area of Kenya. The schools within urban area have attracted more female teachers than male. However there is need for gender balance to provide the boys in the primary schools in Westlands division with male role models that they can identify with as far as sports is concerned.

Table 4: Age distribution of teachers

| Age | Frequency | % |
|--------------|-----------|-------------|
| 25 & Below | 05 | 07.1 |
| 26 – 35 | 30 | 42.9 |
| 36 – 44 | 23 | 32.9 |
| 45 & above | 10 | 14.3 |
| Total | 68 | 97.2 |

Table 4 shows teachers age brackets. The age bracket 26 – 35 years formed 42.9% whereas age bracket 36 – 44 formed 32.9%. Age bracket below 25 years and above 45 years constituted 7.1% and 14% respectively. This implied that majority of teachers who participated in this study were in age bracket 26 – 35.

Table 5: Professional Qualification of teachers

| Qualification | Frequency | % |
|----------------------|-----------|-------------|
| ECED Certificate | 03 | 04.3 |
| P2 Certificate | 01 | 01.4 |
| P1 Certificate | 43 | 61.4 |
| ATS | 14 | 20.0 |
| Diploma in Education | 03 | 07.1 |
| Degree (B.ed) | 03 | 04.3 |
| Total | 69 | 98.5 |

According to the findings in table 5, the professional qualification of teachers who participated in this study ranged from early childhood education (ECED) graduates to undergraduate degree in education (B.ed). Majority were P1 teachers 61.4% followed by ATS teachers 20%. Other qualifications included; diploma in education 7.1%, Bachelors of education 4.3%, early childhood education 4.3% and P2 certificate 4.3%. The bulk of teachers in Westlands division were P1 teachers.

Table 6: P.E Courses / Seminars attended by teachers for the last 3 years.

| Responses | Frequency | % |
|------------------|------------------|-------------|
| Yes | 10 | 14.3 |
| No | 58 | 82.9 |
| Total | 68 | 97.1 |

Table 6 revealed that only 14.3% of teachers had attended courses or seminars in P.E and Sports for the last three years. The majority 82.9% indicated that they had not attended any course or seminar in P.E or Sports. On the other hand, none of the interviewed Head teachers had attended any seminar or courses in P.E or sports. This shows that confidence of teachers in participation in P.E programmes was affected by lack of competences that is brought about by regular seminars and in-services. Jensen (1988: 202) asserts that in the design and management of P.E instructional programme, the use of competent teachers is imperative.

Table 7, Teachers responses on the content of the seminar/courses they attended

| Content | Frequency | % |
|-----------------------|-----------|------|
| 1. Rules of the games | 02 | 02.9 |
| 2. Teaching of P.E | 05 | 07.1 |
| 3. Sports Management | 02 | 02.9 |

Table 7 shows the responses of teachers' on the content of courses they attended. For those teachers who attended courses and seminars, 2.9% indicated that the courses / seminars were about different games rules, 7.1% said that their course / seminars was about teaching of P.E and 2.9% said that the courses / seminars were about sports management. Teachers also indicated that 8.6% of the courses/seminars they attended were organized by Kenya institute of Education (KIE). Teachers 4.3% also indicated that courses / seminars were organized by local sports organization and 1.4% said the courses / seminars were organized by schools. This does not auger well with P.E programmes since teachers whether in teaching P.E or coaching sports needed to renew their abilities every now and then so as to be able to have confidence to handle the P.E programmes. Further more different games rule keep on changing every year and thus teachers need to keep abreast with them. The study also revealed low participation of educational institution (such as Schools and Kenya institute of education KIE) and local sports organization in improving P.E programmes in schools.

Table 8: Position held by teacher in P.E programmes.

| Position | Frequency | % |
|--------------------------|------------------|-------------|
| 1. P.E class teachers | 44 | 62.9 |
| 2. Games master/Mistress | 08 | 11.4 |
| 3. Both 1& 2 | 01 | 01.4 |
| 4. Non of the above | 13 | 18.6 |
| Total | 66 | 94.3 |

Table 8 shows the responses of teachers on the position they held in P.E programmes. The study revealed that majority of teachers, 62.9% were P.E class teachers. Whereas 18.6% indicated that they had no role at all in the P.E programmes. Teachers who were either games master or games mistress constituted of 11.4% while those who held both the responsibility of class teachers and games teachers or games mistress were 1.4%. All the head teachers interviewed 83.3% said that they gave class teachers the responsibility of teaching P.E to their respective classes. Head teachers also added that they always assigned both male and female teachers duties of games master and games mistress respectively since both will be able to deal with problems associated to their genders as far as sports and games was concerned. Some of the factors that Head teachers considered when assigned P.E and sports duties to teachers involved; 1) Knowledge of teachers in P.E and sports; 2) interest of teachers in sports; 3) teachers workload; 4) teachers talents in sports; and 5) whether a teacher was a

class teacher. Majority of teachers 95.7% did not agree that P.E and sports duties should be assigned to male teachers only. A few 4.3% said that sports duties should be assigned to Male teachers. For the purpose of good role model to their pupils, it was necessary to assign teachers duties regardless of their gender.

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4.3 Extent to which age, gender and professional qualifications of teachers affect their participation in P.E programmes

Tables 9 to 14 show the extent to which teachers' age, gender and professional affect their participation in P.E programmes.

Table 9: Age of teachers against means representing their participation in selected sub-items in instructional P.E programme

| Sub-items | Age / Means | | | |
|---|-------------|-------------|-------------|-------------|
| | 25 & below | 26-35 | 36 – 44 | 45& above |
| 1. I keep record of pupils Performance in P.E | 2.60 | 3.00 | 2.95 | 2.55 |
| 2. I use my P.E time to offer remedial in other examinable subjects | 2.80 | 3.00 | 3.00 | 3.00 |
| 3. P.E textbooks available in school help me prepare P.E Lessons | 2.60 | 2.80 | 2.66 | 2.80 |
| 4. I improvise P.E teaching/ learning aids using local materials | 2.00 | 2.24 | 2.31 | 2.25 |
| 5. I personally supervise my P.E class during P.E lessons | 1.60 | 1.53 | 2.00 | 1.62 |
| 6. I award grades/marks to pupils in P.E | 3.00 | 3.00 | 3.26 | 2.70 |
| 7. I indicate pupils grades/marks in report cards | 3.33 | 3.30 | 3.52 | 3.00 |
| 8. My P.E / games duties are hindered by my teaching workload. | 2.40 | 2.60 | 3.40 | 2.20 |
| Average Mean | 2.54 | 2.68 | 2.89 | 2.51 |

Table 9 revealed that the average means of age brackets, 25 and below, 26 – 35, 36 – 45 and 45 and above was 2.54, 2.68, 2.89 and 2.51 respectively. These showed a steady decrease of teacher's participation in Instruction P.E programmes as the age advances. Age bracket 36 – 44 displayed the lowest teachers' participation

whereas age bracket that involved teachers of ages 45 and above showed the highest participation in sub – items on instructional P.E. Thus, we cannot conclusively say that age of teachers is an issue as far as instructional P.E programme is concerned as suggested by Oduyale (1967: 1).

Table 10: Age of teachers against means representing their participation in selected sub-items in sports & games programmes

| Sub-items | Age / Means | | | |
|---|--------------|-------------|-------------|--------------|
| | 25& below | 26 – 35 | 36 – 44 | 45& above |
| 1. I'm consulted on decision Concerning the kind of games my school is to offer. | 3.20 | 2.70 | 3.13 | 3.20 |
| 2. I actively participate in preparation of class/house teams for school competition. | 1.20 | 2.13 | 2.66 | 2.40 |
| 3. I'm given responsibility of coaching school team (s) | 2.60 | 2.10 | 3.52 | 3.20 |
| 4. I remain behind in school for sports practice (evening). | 2.20 | 3.30 | 3.71 | 3.10 |
| 5. My coaching duty is affected by limited space for play. | 3.20 | 3.76 | 3.47 | 2.77 |
| 6. I'm given responsibility of taking school teams out for interschool competitions | 2.60 | 2.78 | 3.31 | 3.44 |
| Average mean | 2.50 | 2.80 | 3.30 | 3.02 |

The table 10 showed the means that represented teacher's response on their participation in selected sub – items in out of class (sports & games) programme.

The table revealed average means of 2.50, 2.80, 3.30 and 3.02 representing age bracket below 25, 26 – 35, 36 – 45 and above 45 years of age respectively. The average means showed a steady increase implying a decrease in teacher's participation in sport and games programmes as age advances. Most of Head teachers' interview 80% revealed that teachers of young age are not very much committed to family life, most of them are not married and therefore have enough time for evening sports programmes. However as age advances teachers get committed to family life and would like to go home early to attend to their families. This reduces their participation in any evening programmes in schools. On the other hand, age bracket of 45 and above showed higher participation in sports programmes. This was explained by the head teachers' responses that most teachers in this age bracket have fewer responsibilities as far as family commitments were concerned. The findings also showed means in table 9 as lower than those in table 10. These implied that teachers of all age brackets participated more in instructional programme than in sports and games programmes. These may be due to the reasons given by head teachers interviewed that the instructional P.E programme was scheduled in the school timetables. P.E is allocated classes between 8 am to 4 P.M which is within the official working hours, whereas games and sports were allocated one or two days per week between 4. P.M to 5 PM (After school hours), which was outside the working hours.

Table 11: Gender of Teachers and the means representing their participation in selected sub-items in instructional P.E programme

| Sub - items | Gender / Means | | | |
|--|----------------|-------------|--------|-------------|
| | Male | | Female | |
| | N | M | N | M |
| 1. I keep a record of pupils performance in P.E | 15 | 3.06 | 52 | 2.86 |
| 2. I use my P.E time to offer remedial in other examinable subjects. | 14 | 3.21 | 51 | 2.98 |
| 3. P.E textbook available in school help me prepare P.E lessons | 15 | 2.80 | 53 | 2.77 |
| 4. I improvise P.E teaching/ learning aids using local materials. | 15 | 2.13 | 51 | 2.33 |
| 5. I personally supervise my P.E classes during P.E Lessons. | 15 | 1.57 | 52 | 1.80 |
| 6. I award grades/marks to pupils in P.E. | 15 | 3.13 | 51 | 3.03 |
| 7. I indicate pupils grades/marks in the report cards. | 15 | 3.13 | 52 | 3.34 |
| 8. My P.E/games duties are hindered by my teaching workload. | 14 | 2.64 | 52 | 2.46 |
| Average Mean | | 2.70 | | 2.69 |

Table 11 shows the gender of teachers and the means that show their participation in selected sub – items in instructional P.E programme. The average mean of Men was shown as 2.70 whereas that of female teachers was shown as 2.69. This

implied that Female teachers had a slightly higher participation level in Instructional P.E programmes than their Male counterpart.

Table 12, Gender of teachers and the means representing their participation in selected items in Games & sports.

| SUB - ITEMS | Gender / Means | | | |
|---|----------------|-------------|--------|-------------|
| | Male | | Female | |
| | N | M | N | M |
| 1. I'm consulted on decisions concerning the kind of games my school offers | 16 | 2.93 | 51 | 2.96 |
| 2. I actively participate in preparation of class/house team (s) for school competitions. | 16 | 1.87 | 52 | 2.38 |
| 3. I'm given responsibility of coaching school teams. | 16 | 2.81 | 51 | 3.25 |
| 4. I remain behind in school for sports practice (evening). | 16 | 2.68 | 52 | 3.48 |
| 5. My coaching duty is affected by limited space for playing. | 15 | 3.53 | 52 | 3.38 |
| 6. I'm given responsibility of taking school teams out for Interschool competitions. | 16 | 2.43 | 50 | 3.16 |
| Average means | | 2.71 | | 3.10 |

Table 12 revealed a big gap between the average mean of Male teachers and female teachers (Male 2.71 and Female 3.10). This implied that there was higher participation of male teachers than female teachers in their school sports and games programmes. Male teachers frequently participated in preparation of teams for inter house / class competitions than their female counterparts whose

participation was rarely as reflected by means of 1.87 and 2.38 respectively. The responsibility of coaching school teams was more entrusted on Male teachers than female teacher as evidenced in the means of 2.81 and 3.25 for male and female respectively. On the sub – items that involved teachers remaining behind for evening practice in sports it was revealed that male teachers had a mean of 2.68 while female teachers had a mean of 3.48. This implied that male teachers participated more frequently than female teachers in the above sub – item. This was confirmed by majority of head teachers 74% interviewed, who said that female teachers seemed to have a lot of after school responsibility that made them not interested in school games programmes.

The table 13, revealed a lower average mean of 2.13 for teachers with P2 qualification. Teachers with Diploma in education (Dip Edu) followed with mean of 2.19. P1 qualification had mean of 2.68, while teachers with Bachelor of education (B.ED) qualifications, early childhood education (ECED) and approved teacher status (ATS) followed with means of 2.77, 2.88 and 2.92 respectively. This showed that teachers with P2 and diploma qualification frequently participated in P.E instruction programme. The mean representing P1 teachers on the sub – item on using time allocated on P.E to offer remedial to other examinable subjects was recoded as 3.21, this implied that teachers of this profession never used the time allocated to P.E to teach other subjects. Teachers of P1 and P2 professional qualification understand the value of P.E due to the nature of their training. Teacher of P2 and P1 also recoded lower means in other sub – items such as

improvising P.E teaching and learning aids using local materials and personally supervising their classes during P.E time. This showed a frequent participation than teacher of other professional qualifications.

Table 13. Professional qualification of teachers against means representing their participation in sub-items in instructional P.E programme.

| Sub-items | P2 | PROFESSIONAL QUALIFICATION | | | | |
|--|-------------|----------------------------|-------------|-------------|-------------|-------------|
| | | P1 | ATS | DIP.ED | B ED | ECD |
| 1. I keep a record of pupil performance in P.E. | 2 | 2.90 | 3.00 | 2.50 | 3.33 | 3.33 |
| 2. I use my P.E time to offer remedial in other examinable subjects. | 3 | 3.21 | 3.00 | 2.20 | 1.50 | 2.66 |
| 3. P.E textbooks available in school help me prepare P.E lessons. | 2 | 2.53 | 3.53 | 2.20 | 3.00 | 4.00 |
| 4. I improvise P.E teaching/ learning aids using local materials. | 2 | 2.21 | 2.50 | 1.60 | 3.66 | 1.66 |
| 5. I personally supervise my P.E classes during P.E Lessons. | 2 | 1.56 | 2.33 | 1.20 | 2.66 | 2.00 |
| 6. I award grades/marks to pupils in P.E. | 1 | 3.14 | 3.33 | 2.00 | 3.00 | 3.66 |
| 7. I indicate pupils grades/ marks in the report card | 4 | 3.24 | 3.42 | 3.25 | 3.00 | 3.66 |
| 8. My P.E/games duties are hindered by my teaching load | 1 | 2.65 | 2.30 | 2.60 | 2.00 | 1.66 |
| Average mean | 2.13 | 2.68 | 2.92 | 2.19 | 2.77 | 2.83 |

Table 14. Teacher's professional qualification against means representing their participation in Sports and Games.

| Sub-items | PROFESSIONAL QUALIFICATIONS | | | | | |
|---|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| | P2 | P1 | ATS | Dip.ed | BED | ECD |
| 1. I'm consulted on decisions concerning the kind of games my school is to offer | 2.00 | 2.82 | 3.57 | 2.00 | 3.33 | 4.00 |
| 2. I actively participate in preparation of class/house teams for school competition. | 2.00 | 2.11 | 3.07 | 1.40 | 3.33 | 1.00 |
| 3. I'm given responsibility of coaching school teams | 3.00 | 2.78 | 3.76 | 3.60 | 4.00 | 4.00 |
| 4. I remain behind in school for sports practice. | 4.00 | 3.02 | 3.83 | 3.80 | 3.66 | 3.33 |
| 5. My coaching duty is affected by limited space for playing | 2.00 | 3.36 | 3.50 | 3.60 | 4.00 | 3.33 |
| 6. I'm given responsibility of taking school teams out for interschool competitions | 3.00 | 2.57 | 3.91 | 3.20 | 4.00 | 3.50 |
| Average means | 2.67 | 2.78 | 3.61 | 2.93 | 3.72 | 3.19 |

Table 14, showed teachers' qualifications and means that represented their responses in selected Sub-items in out of class (sports & games) programmes. The average means recorded are higher than those obtained in table 13, implying that there was lower participation of teachers in this area regardless of their professional qualification. However teacher with P2 and P1 and diploma in education recoded average means of 2.67 and 2.78 and 2.93 respectively. These

mean that their participation level in the sub-items was higher than any other professions. Head teachers also consulted teachers of these three professions on matters concerning sports and games more than any other professions as shown by means of 2.00, 2.82 and 2.00 for P1, P2 and diploma in education professions.

4.4: Availability and effectiveness of resources allocated to P.E in enhancing teachers participation in P.E programmes.

Table 15 shows the responses of teachers on the availability and adequacy of P.E facilities and equipment.

Table 15: Teachers responses on the availability and the quality of P.E facilities and equipment.

| Facilities / Equipments | Availabilities % | | | Quality% | | |
|---------------------------|------------------|-------------|-------------|-------------|-------------|-------------|
| | Ade | Inad. | Nta | Gd | Pr | Na |
| 1. Playing grounds. | 64.3 | 30.0 | - | 41.4 | 52.9 | - |
| 2. Athletic fields. | 44.9 | 30.0 | 20.0 | 32.9 | 44.3 | 14.3 |
| 3. Swimming pool | 51.0 | 04.3 | 37.1 | 41.4 | 15.7 | 35.7 |
| 4. Teacher changing room. | 15.7 | 12.9 | 61.4 | 12.9 | 15.7 | 58.1 |
| 5. Games store(s) | 18.6 | 15.7 | 54.3 | 15.7 | 15.7 | 51.4 |
| 6. P.E & games office | 07.1 | 10.0 | 72.9 | 05.7 | 10.0 | 61.1 |
| 7. Balls | 38.6 | 42.9 | 11.4 | 38.6 | 35.7 | 12.9 |
| 8. Athletic equipments | 12.9 | 40.0 | 35.7 | 12.9 | 32.9 | 32.9 |
| 9. Gymnastics equipments. | 07.1 | 18.6 | 61.4 | 07.1 | 11.4 | 62.9 |
| 10. School games kits | 10.0 | 32.9 | 45.7 | 11.4 | 22.9 | 48.6 |
| 11. P.E textbooks. | 21.4 | 28.6 | 41.4 | 24.3 | 15.7 | 40.0 |
| Average % | 26.5 | 24.2 | 40.0 | 22.2 | 24.8 | 40.0 |

The table 15 showed the teachers response on the availability and quality of Physical education facilities and equipments in their school, the response are as follows:

Availability**Quality****Ade** – adequate**Gd** - Good**Inad** – Inadequate**Pr** - Poor**Nta** – Not available**Na** – Not available

The table showed that majority (40%) of teachers indicated that most of essential facilities and equipments for P.E programmes were not available this corresponds to the conclusions of report of the sector review and development (2003) that cited a critical shortage of equipment and physical facilities in primary schools in Kenya. Majority 26.5% indicated that the facilities and equipments were adequate whereas 24.2% said that the available facilities and equipment were not adequate. On assessing the quality of the facilities and equipment 40% of teachers did not give their views. An average percentage of teachers who thought that the quality of facilities and equipment was poor, constituted 24.8% and those who said that the quality was good were 22.2%. The Republic of Kenya (Koech report) 1999:89 noted that the quality of resources such as physical facilities, equipments, teaching and learning materials have a direct bearing on the quality learning as they determine how the programme is implemented. It was observed that most schools had an open field that had no marking or goals for specific games. The fields were marked and goals fixed whenever the season of a specific game arose. The above implied that teacher's participation in P.E programmes was extensively affected by essential facilities and equipment such as playground, which according to the table 15 was available but of poor quality (as shown by 64.3% adequate and 52.9 poor

quality). The unavailability of things such as changing rooms for teachers (61.4%), games stores (54.3%), P.E and games office (72.9%) gymnastics equipments (61.4%), and P.E textbooks (41.4%), are other factors that impacted negatively on teachers participation in P.E programmes in schools.

4.5 To what extent do teachers participate in various aspects of P.E programmes?

Tables 16 and 17 shows percentages representing teachers participation in both instructional and sports programmes in their schools

Table 16: A summary of teachers' responses on their participation in Instructional P.E programmes

| Sub-items | Responses in % | | | |
|---|----------------|-------------|-------------|-------------|
| | AL | FR | RA | NE |
| 1. I keep record of pupils Performance in P.E | 08.6 | 21.4 | 35.7 | 30.0 |
| 2. I use my P.E time to offer remedial in other examinable subjects | 05.7 | 22.9 | 27.1 | 37.1 |
| 3. P.E textbooks available in school help me prepare P.E Lessons | 17.1 | 21.4 | 24.3 | 34.3 |
| 4. I improvise P.E teaching/ learning aids using local materials | 27.1 | 27.1 | 25.1 | 14.3 |
| 5. I personally supervise my P.E class during P.E lessons | 54.3 | 18.6 | 11.4 | 10.0 |
| 6. I award grades/marks to pupils in P.E | 11.4 | 11.4 | 31.4 | 40.0 |
| 7. I indicate pupils grades/marks in report cards | 10.0 | 07.1 | 22.9 | 55.7 |
| 8. My P.E / games duties are hindered by my teaching workload. | 23.5 | 24.3 | 13.7 | 28.6 |
| Average % | 19.7 | 19.3 | 24.0 | 31.3 |

Table 16 shows teachers responses towards participation in various sub-items in instruction P.E programme. The table revealed low average percentages that is less than 20% for always and frequently participation. An average of 31.3% teachers never participated in the sub-items given while 24% of teachers 'rarely'

participated in those items and 19.7% and 19.3% 'always' and 'frequently' participated. The low average percentages for always and frequent implied that the general teachers participation in this area was low.

Table 17: A summary of teachers' responses on participation in Games and sports.

| Sub- items | Responses in % | | | |
|---|----------------|------|------|------|
| | AL | FR | RA | NA |
| 1. I'm consulted on decision Concerning the kind of games my school id to offer. | 05.7 | 28.6 | 25.7 | 35.7 |
| 2. I actively participate in preparation of class/house teams for school competition. | 38.0 | 14.5 | 24.3 | 20.0 |
| 3. I'm given responsibility of coaching school team (s) | 12.9 | 08.6 | 25.7 | 48.6 |
| 4. I remain behind in school for sports practice (evening). | 10.0 | 10.0 | 18.6 | 58.6 |
| 5. My coaching duty is affected by limited space for play. | 64.3 | 07.1 | 15.7 | 08.6 |
| 6. I prefer sports and games to other co-curriculum activities (eg music,drama &clubs). | 34.3 | 10.0 | 24.3 | 30.0 |
| 7. I'm given incentives whenever my team (s) perform well | 07.1 | 04.3 | 17.1 | 64.3 |
| 6. I'm given responsibility of taking school teams out for interschool competitions | 21.4 | 05.7 | 20.0 | 47.1 |

The table 17 revealed a lower participation in the selected items concerning participation of teachers in sports and games as compared to participation in instructional P.E programmes. The average percentage of teachers who responded that they never participated in the selected sub-items in this area was 46.1% as opposed to that of Instruction P.E programmes that was 31.3%. The average percentages for always and frequent participation were 17.1 and 11.1 respectively. This implied that teachers' participation in this area of P.E programmes were lower than that of instructional programme that had average percentages of 19.7 and 19.3 for always and frequent participation. All in all the participation of teachers in this two areas can be said to be low since average for always and frequent participation recorded percentages that were lower than 20%.

4.6: How teachers plan, evaluate and implement P.E programmes in schools.

From table 16 it is revealed that a slightly higher percentage of teachers (37.1%) indicated that they never used the allocated time for P.E to offer remedial work in the other subject. This was close to 27.1% of teachers who said that they rarely did so. A significant number of teachers 22.9% said that they frequently used the P.E time to teach other subjects. This commensurate to the sentiments of Aduda (2003), who noted that the Kenya education system is overloaded in both taught and examinable subjects to an extent of teachers offering extra – tuition and thus consuming time allocated to P.E and games. Majority of teachers 24.3% also indicated that, the teaching workload frequently interfered with their teaching of

P.E and fully carrying out games duties. A good number of teachers 54.3% indicated that they 'always' personally supervised their classes during P.E lessons, this shows an effort on the side of teachers in trying to guide and direct pupils as suggested by Kirchner, (1974: 13). The same spirit is represented by a majority 27.1% of teachers who said that they always improvised P.E learning and teaching aids. However most of them, 34.3% 'never' used the available P.E textbooks to prepare their lessons. It was observed that most of the textbook available in schools were those called 'Know the game' (KTG) and were very old, this may be the reasons why teachers did not have faith in them. Also 40% of teachers never awarded grades / marks to pupils whereas 55.7% never indicated the marks in pupils report cards. It was observed that all schools had KIE P.E syllabus. However, essential teachers' documents such as schemes of work and Pupils mark books were not observed. This implied that although teachers had P.E syllabuses, they never assessed pupils in P.E subject. Table 17 showed a section of teachers, 34.3% indicating that they always preferred sports and games to other co-curriculum activities such as music, drama and clubs. This was evidenced by the higher percentage 38% of teachers who said that they always participated actively in the preparation of class / house teams for school competitions. But when it came to being assigned responsibilities of coaching school teams and remaining behind for evening practice teachers never participated as shown by 48.6% and 58.6% respectively. These may be due to unavailability and the conditions of playing space of which 64.6% of teachers indicated that it affected their coaching work.

One of the interviewed Head teacher said that the school shares the playing field with a local football club whereas another head teacher said that they share the playing field with a nearby secondary school.

4.6 Support and motivation given to teachers to assist them participate in P.E programmes?

Tables 18, 19, 20, 21, 22, and 23 shows support, motivation of teachers and the status given to P.E programmes in primary schools

Tables 18, Percentages representing the number of time P.E teacher were inspected for the last 3 years.

| Officers | Nil | Responses in % | | |
|------------------------|-------------|----------------|-------------|-------------|
| | | 1 – 5 | 6 – 10 | 10 & over |
| 1. Head teacher | 42.9 | 05.7 | 05.7 | 06.0 |
| 2. MOEST Inspector | 57.1 | 01.4 | 01.4 | - |
| 3. Divisional Advisor, | 55.7 | 01.4 | - | 02.9 |
| Total | 66.2 | 02.8 | 02.4 | 03.0 |

The table 18 shows the percentages of teacher's response on the number of time they had been inspected and given advice as far as teaching of P.E was concerned. An average of 66.2% teachers said that they had not been inspected by any officer in the subject, whereas 3% said that they had been inspected ten times and above, 2.8% and 2.4% said they had been inspected and given advice by the three educational officers 1 - 5 times and 6 - 10 times respectively. These findings

implies that P.E had been neglected both by Ministry of education and City education department. It is only the head teachers who showed a slight interest in guiding teachers in the subject.

Table 19, Teacher response on whether Parents supported P.E programmes in their Schools

| Response | Frequency | % |
|-----------------|------------------|-------------|
| Yes | 32 | 45.7 |
| No | 37 | 52.9 |
| Total | 69 | 98.6 |

Majority (52.9%) of teachers said that parents did not support the P.E programmes in their schools. The 45.7% of teachers who said that parents supported the P.E programmes argued that the only support they were giving to schools was buying games kit for their children and attending schools sports day to give their children moral support. The majorities said that parent were complaining that their children were wasting a lot of time in P.E programmes and that their children usually went home dirty. Parents usually regarded P.E and games teachers as lazy because they spent a lot of time out of class doing 'nothing'. This implied that most parents had a negative attitude towards P.E programmes, which affected their support for the programmes.

Table 20: Rating of the support P.E teachers are given by fellow teacher.

| Response | Frequency | % |
|-----------------|------------------|-------------|
| Low | 13 | 18.6 |
| Moderate | 46 | 65.7 |
| High | 09 | 12.9 |
| Total | 68 | 97.1 |

Majority of teachers 65.7% rated the support they received as moderate, 18.6% rated the support as low and 12.9% rated it as high. In general, the findings implied that only teacher with positive attitude towards P.E programmes did support it.

Table 21, Teachers responses on whether P.E had a place in primary education

| Response | Frequency | % |
|-----------------|------------------|-------------|
| Yes | 68 | 97.1 |
| No | 01 | 01.4 |
| Total | 69 | 98.5 |

Table 21 showed a majority of teachers 97.1% agreed that P.E had a place in the education of Primary school pupils while only 1.4% disagreed. Those who agreed that P.E had a place in the education of primary pupils were of the view that, primary school pupils were very active and were in the process of development.

This development was centered towards, mental, physical, emotional, and sociological aspects. Since P.E provided an avenue through which pupils can develop the above attribute, then it was very essential in primary school education. They also said that it provided for an outlet for inert energies and breaks the monotony of classroom work. It provides pupils with a free environment in which they can express themselves freely. In such a situation, teachers had an opportunity to study pupils and understand them better. Apart from that, teachers also said that P.E helped them identify and promote sports talents among pupils, which may be their future career. They also said that P.E was a way of recognizing and rewarding out of class talents and thus integrating the academic talented pupils with those talented in sports and making them part of school community which essential for learning environment.

Table 22, Ranking of P.E among other subjects

| Ranks | Frequency | % |
|---------------------------------------|------------------|-------------|
| 1. English, Mathematics, Science, P.E | 45 | 64.3 |
| 2. Mathematics, English, P.E, Science | 05 | 07.1 |
| 3. Science, P.E, English, Mathematics | 07 | 10.0 |
| 4. P.E, Science, Mathematics, English | 10 | 14.3 |
| Total | 67 | 95.7 |

Table 22 above showed the ranking of subjects in order of importance. Majority of teachers 64.3% ranked P.E last behind English, Mathematics and Science. 14.3% ranked it first, 10% ranked it second and 7.1% ranked it third. This implied that majority of teachers preferred English, Mathematics and Science to P.E. A survey conducted by Williams (1989) on primary school teachers showed that P.E was ranked third in importance by junior schoolteachers, implying that many primary school teachers accorded the subject a marginal status. English, Mathematics and science subjects according to KIE (2002) are examined both internally and externally. This may be the reason why they were ranked highly than P.E, which is only examined internally. The findings revealed that teachers ranked the subject last yet according to table 21, the same teachers agreed that P.E was essential in education of primary pupils. From this findings we gather that Kenyan education system does not give weight to P.E and thus planners regard it as necessary but not important.

Table 23, Teacher responses on whether sports programmes in their schools helped them tap children talents.

| Response | Frequency | % |
|-----------------|------------------|-------------|
| Yes | 01 | 01.4 |
| No | 67 | 95.7 |
| Total | 68 | 97.1 |

Majority of teachers 95.7% said that the sports programmes in their schools did not help them tap student's talents. The reasons were that both teachers and pupils do not take the sports programmes available in schools serious. The education system is academic oriented and thus both teachers and pupils were busy with the curriculum content. The introduction of free primary education (FPE) policy has also negative impact on the P.E programmes. It had affected the funding of the programmes and also the increase in the pupil's population had overstretched the P.E facilities and equipments available in schools.

Table 17 above showed that 63.4% of teachers said that they were never given incentives whenever their teams performed well in the interschool competitions. Most of the head teachers interviewed did not have any specific way of rewarding teachers who did well in sports. Most of them said that they recognized their teachers through certificates and a word of appreciation. They felt that the amount given by the government (24 shillings per pupil) was not adequate to have a well-structured motivation strategy for teachers who perform well in sports.

4.7 Problems experienced by teachers and head teachers while participating in P.E programmes and their possible solutions

Problems experienced by teachers in teaching of P.E

The following were the problems teachers experienced in teaching of P.E

1. Lack of essential facilities such as textbooks; the few textbooks that were available were outdated and were not helping teachers. It was observed that

most textbooks that were available in schools studied were those called know the game KTG. Some of these books were very old and could not measure to the demands of the new curriculum.

2. Field conditions; in most schools, it was observed that the fields were either uneven or very dusty. Teachers complained that these conditions interfered with their work since the fields were either dusty during dry seasons or muddy during rainy seasons.
3. Student's attitude towards P.E; pupils especially from upper primary had a negative attitude towards P.E thus lacked interest in the subject. At their level, teachers pointed out that they focused on examinable subjects and regarded P.E classes as a waste of time.
4. Students population and nature; teachers complained of challenges provided by large class population. They did not know how to teach a large class
5. The introduction of free primary education policy saw the enrolment of aged pupils in primary schools. This provided a mixture of aged and young pupils in a single class. To teach such a class was hard for teachers.
6. Lack of P.E Kit among pupils affected class work. Girls without P.E kit had a problem in performing some P.E skills.
7. P.E time allocation; teachers complained that the 35 and 30 minutes allocated for lower and upper primary respectively was not adequate for effective teaching. Also the scheduling of the lesson on the P.E timetable

was a problem. It was observed that most school scheduled P.E lesson in between other lessons, this brought conflict since pupils were either consuming a lot of time changing for other lessons after P.E class.

8. Teacher's attitude towards P.E, teachers said that they lacked commitment towards P.E subject since it was not externally examinable. 'Even if I was serious with P.E what next' this was a statement from one teacher that implied a low opinion of teachers about P.E
9. Teachers workload; teachers complained that they had 35 to 40 lessons per week and therefore considered P.E time as a free time
10. Some teachers said that they had no knowledge of teaching P.E.

Problem experienced by teachers participating in sports and games

Some problems such as conditions of the fields, teachers and students attitudes, and lack of P.E kits that were experienced in the teaching of P.E also featured here. Otherwise the additional problems are as follows;

1. Lack of changing rooms for teachers
2. Allocation of games time; this was mostly done after classes and teachers had problems staying in school till late hours.
3. Schools fields were availed to clubs or surrounding secondary schools making it hard for teachers to fully utilize it.
4. The duties of games master / mistress were assigned to inexperienced teachers and this affected the running of games in some schools.

5. Teachers complained that they had no knowledge of some games that they were assigned to coach.
6. Teachers also complained that they were usually left out in some sports programmes.
7. Teachers also pointed out that schools had congested programmes that did not allow P.E programmes to run properly.
8. Lack of funds also affected teachers' work in this area.

Problems experienced by head teachers in implementing P.E programmes

Head teachers interviewed said that the government availed only 24 /= per students for co – curriculum activities. This money was not enough to finance all the co – curriculum activities that included, drama, Music, clubs and sports and games. The head teachers also indicated that they experienced a lot of problems financing schools sports day and it was hard to get sponsors for the event. Schools also experienced hardships maintaining facilities such as Swimming pools, which before the introduction of free primary education policy, were maintained by parents. One school had its swimming pool closed down because of lack of maintenances. Most head teachers said that the only way they could motivate teachers who performed well in sports was through a word of appreciation, recognizing them through a recommendation letter to the ministry or giving them certificates. Otherwise other motivational strategies involved finance that was not available.

Suggestions of teachers on how schools can improve the teaching of P.E

1. P.E lessons per week to be increased,
2. P.E lessons to be scheduled during morning hours;
3. The inspection of P.E subject to be stepped up by the ministry and City education.
4. Provision of essential facilities and equipments
5. Teachers should be in-serviced in the subjects.
6. Parents to be sensitized about the values of P.E
7. The school administration should give teachers the necessary support in the teaching of P.E

Teachers' suggestions on how schools can improve sports programmes.

1. Schools to have variety of games and sports to capture diverse pupils interests
2. Schools should organize seminars and coaching clinics to help teachers to keep a breast with new rule of the games.
3. Teachers who have responsibilities in sports such as games master/ mistress should be offloaded of some of the teaching duties.
4. Games time should be scheduled before 4.30 PM so as to enable teachers fully participate in sports.

5. Schools should consider inviting renowned sports men and women during sports day to talk to both parents and students. This will boost the student's interest in sports.
6. Schools should appoint games masters / mistresses that are well versed with games and sports management.
7. Government should have a system of promoting teachers who perform well in sports.
8. Parents should be involved in preparation of sports events in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, recommendations and suggestions for further research in area concerning P.E programmes. The chapter is divided into summary, conclusions and recommendations and suggestions for further studies.

5.1 Summary of the study findings

Study findings were presented in accordance with research objectives. Conclusion arrived at were based on the following findings.

a) Teacher training and in servicing.

The study established that majority of teachers 61.4% were P1 teachers while the remaining were P2, ATS, Diploma and degree. It was established that, for the last three years majority of teachers 82.9% had not attended any course or seminar in P.E or sports.

a) Extent to which teachers' age, gender, and professional qualifications affect their participation in P.E programmes.

Concerning Age of teachers, the study revealed that teachers in age bracket 25 and below, 26 – 35, 36 – 44 and 45 and above had average means of 2.54, 2.68, 2.89, and 2.51 respectively and those representing their participation in sports programmes as 2.50, 2.80, 3.30 and 3.02 in the same order. The study established

that the above means reflected a steady decrease of teachers' participation as their age advanced, however at age bracket 45 and above the means were recorded to drop indicating that teachers' participation increased.

Gender of teachers and their participation in P.E programmes.

The findings revealed the average means of male and female teachers participating in instruction P.E programme as 2.70 and 2.69 respectively while those representing their participation in games and sports were 2.71 and 3.10.

Professional qualification of teachers and their participation in P.E programme.

The finding of the study shows the average means of teachers with P2, P1 and diploma qualifications as 2.13, 2.68 and 2.19 respectively. These were lower than any other professional qualifications. Teachers' participation in games programmes recorded means of 2.67, 2.78 and 2.93 for P2, P1 and diploma respectively. This indicated higher participation for these professions.

Availability and quality of P.E facilities and equipment

Statistics revealed that most of essential facilities and equipment were not available as shown by 40% of teachers. The other teachers 26% said that the facilities and equipment were adequate and 24.2% said they were inadequate. Of the available facilities, majority of teachers 24.8% said were of poor quality while 22.2% said the facilities and equipment were of good quality. Facilities and equipments that were considered lacking included; teachers' changing rooms 61.4%, games store 72.9%, gymnastics equipments 61.4% and textbooks 41.4%.

Those that were available but of poor quality include; playing fields that were uneven and dusty, swimming pools that were dirty, balls and P.E textbooks.

Extent to which teachers participated in various aspect of P.E programmes

The findings revealed the average percentages of 19.7, 19.3, 24.0 and 31.3 for always, frequently, rarely and never while that of participation of teachers in sports programmes were revealed to be 17.3, 11.1, 21.4 and 46.1 in the same order. The average means for always and frequent participation was lower than 20%. It was established that the average percentages of teachers who never participated in the instructional P.E programme were 31.3% lower than 46.1% representing teachers who never participated in sub – items involving sports programmes. The observation done in most schools revealed that P.E classes were allocated time in school timetable on daily basis which was not the same case with games that was allocated two or one day per week.

Participation of teachers in planning, evaluation and implementation of P.E programmes

Study findings revealed that although most schools had both new and old syllabuses for P.E teachers, no scheme of work or teacher record books were observed. Majority of teachers 34.3% said they did not use the available P.E textbooks to plan for their lessons while 24.3 said they used books rarely. The books available were observed to be old and outdated. It was also established that

teachers always (27.1%) improvised learning and teaching aids. Supervision of P.E classes was also done by majority of teachers 54.3%, however the findings revealed that majority of teacher 40% never awarded marks / grades to pupils, only 31.4% said they rarely did. The finding on teachers' use of time allocated to P.E revealed that a slight percentage of teachers 37.1% never used the time to teach other examinable subject while 27. 1% said they rarely did so and 22.9% said they frequently did so.

Support and motivation given to assist teachers participate in P.E programmes.

An average of 66.2% teachers indicated that they had not been inspected at all by the three officers (Head teachers, inspectors from the Ministry of education and divisional advisors) in matters concerning P.E. Of the three officers it is only the head teachers who showed some kind of consistency in their inspection as 6% of teachers indicated that they had been inspected and given guidance by head teachers in the last 3 years.

The support other teachers gave to P.E programme was rated as moderate by 65.9% of teachers, 18.6% rated it as low while 12.9% rated it as high. Also the interview with all the head teachers revealed poor financing of P.E programmes by the government. They said that they received only 24 shillings per child per year in aid of co curriculum activities, which involved P.E activities. This was not adequate for all activities that included drama, music, athletics, ball games and

creative writing. It was also revealed that both local and international sports organizations did not give adequate support to P.E programmes in Primary schools. Interview with the head teachers indicated that they received partial technical support that was not consistent. Only 1.4% of teachers indicated that they had attended courses / seminars organized by local sports organization. The study findings revealed that parents did not support P.E programmes in schools as it was indicated by majority of teachers 52.9%. The other 45.7% said that parents were supporting P.E programmes by buying games kit to their children.

The findings revealed that majority of teachers 97.1% agreed that P.E had a place in primary school education because of its attribute of developing pupils' physical, psychological, physiological and sociological domains. However when the same teachers were asked to rank the subject among other given subjects, majority 64.3% ranked it fourth behind English, Mathematics and Science. Also majority of teachers 95.7% said that the sports programmes in their schools did not help them tap pupils' talents.

5.2 Conclusion of the study

Based on the finding of this study, it was concluded that the general teachers' participation in P.E programmes was very low. These may be due to problems teachers faced while participating in P.E as cited in chapter 4. It was also concluded that teachers felt incompetent to participate in P.E programmes due to lack of in-service courses seminars in P.E. It was therefore concluded that their

capacity to teach and participate in P.E programmes be enhanced so as to increase their participation. The findings also led to conclusions that teacher's age affected their participation in sports/ games. It was established that as teachers' age advances they become more affected by out of school factors such as family matters. This affects their participation in P.E programmes. However at the age of 45 and above most teachers were affected less with those factors since most of them had less family responsibilities that did not need their close attention. Sports programme that was scheduled after classes (evening) were the most affected since teachers prefers to leave early to attend to their families. Female teachers participated less in sports programmes than in instructional P.E programme. The findings also led to conclusion that teachers with P2, P1 and diploma in education participated in P.E programmes more than teachers with other qualification. This was because the P2, P1 and diploma syllabuses have P.E subject that is compulsory for all teachers going through it. The study findings also led to conclusion that there was a critical shortage of facilities and equipment for P.E programmes. This impacted extensively on teachers' participation in the programmes. The findings also led to conclusion that Key stakeholders such as The Ministry of Education Science and Technology MOEST, parents, teachers and headteachers did not give adequate support to P.E programmes. This affected teachers' participation in the programmes.

5.3 Recommendation of the study

It is recommended that all teacher training curriculum be it P1, Diploma and degree programmes to have a compulsory component of P.E. This will ensure that all teachers posted to any level of education can participate adequately in P.E programmes. It is also imperative for the government and both local and international organization to fund teachers in-servicing, seminars and workshops to ensure that teachers are kept abreast with current pedagogical methods in P.E, relevant coaching skills and current rules of the games.

It is recommended that teachers and all those involved in children's sports identify and tap the talent of children at an early age so that their potential to improve in sports skills is maximized. Establishing youth sports centers countrywide for various sports to nurture children's talent early in life is one way of improving youth talent and skills. Schools may be used as venues for youth sports so that teachers monitor children's progress. The ministry concerned with sports in conjunction with the Ministry of Education can work together to achieve this goal.

It is recommended that Physical Education be made externally examinable subject in primary schools. This will enhance teachers' participation in the subject. Also a clear policy framework should be established to govern the P.E programmes in primary schools in Kenya. This policy will ensure that; the subject is well taught and assessed by teachers, the programme is well funded by the government and

other stakeholders, equipment and facilities are well procured and cared for and finally teachers who participate in P.E are well remunerated and motivated.

It is recommended that teachers' service commission (TSC) to ensure that there is equal distribution of teachers of all gender. This will ensure that pupils of all gender are given good role model as far as P.E programmes are concerned. Also TSC should create P.E department in primary schools so as to ensure proper implementation of P.E programmes.

Stakeholders such as parents and local sports organization should be involved directly in the organizing and implementation of P.E programmes in schools. Parents should be incorporated in sports programmes such as inter class competition so as to be made part of what is going on in school P.E programmes. Schools in conjunction with the government should organize seminars and workshops for parents so as to help them understand the value of P.E programmes in schools.

5.4 Recommendation for further studies

The following was recommended for further research;

- A similar study using a larger sample probably all the primary schools in Nairobi province should be conducted to see whether same findings would be yielded.

- An investigation into other out of school factors that hinder teachers' participation in P.E programmes to be carried out.
- A comparative study between teacher's participation in public primary schools and private primary schools should be carried out to determine learning experiences from both aspects.
- Studies should be done to determine effect of various educational policies on the teachers' participation in P.E programmes in public primary schools.

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APPENDIX I

TEACHER'S QUESTIONNAIRE

INTRODUCTION:

The researcher is interested in what you think, feel and how you participate in P.E and out of class (sports) programmes in your school. Please answer all questions as honestly as possible. Do not write your name or anything that will identify you.

SECTION 1

The first section requires you to give some personal and general information. Tick in the appropriate box or fill in the space provided.

1. (Tick appropriately) What is your gender?

- a) Male () b) Female ()

2. What is the age bracket applicable to you?

- a) 25 and below () b) 26 – 35 ()
c) 36 – 45 () d) 45 and above ()

3. What is your highest professional qualification?

- a) P2 () b) P1 ()
c) ATS () d) Diploma ()
d) Others specify _____

4. For the last 3 years, have you ever attended any course or seminar in P.E/ sports?

- a) Yes () b) No ()

5. If your answer for question 4 is Yes:

i) What was the course/ seminar(s) you attended about?

a) Rules of the games () c) Teaching of P.E ()

b) Sports Management ()

ii) Who organized the course/ seminar(s)?

a) KIE () b) School (s) ()

c) Local sports organization ()

6. What position do you hold in the P.E programme in your school?

a) P.E class teacher only () b) Games master/ Mistress only ()

c) Both (a) and (b) () d) None of the above ()

SECTION 2

This section contains a number of statements. Carefully study each of the statement and indicate with a tick (✓) the response you agree with. The responses vary from;

Always (AL), Frequently (FR), Rarely (RA) and Never (NE).

a) Instructional P.E programme

| Sub-items | AL | FR | RA | NE |
|--|----|----|----|----|
| 1. I keep a record of pupils performance in P.E | | | | |
| 2. I use my P.E time to offer remedial in other examinable Subjects. | | | | |
| 3. P.E textbooks available in school help me prepare P.E Lessons. | | | | |
| 4. I improvise P.E teaching/learning aids using local materials. | | | | |
| 5. I personally supervise my P.E lessons during P.E period. | | | | |
| 6. I award grades/Marks to pupils in P.E | | | | |
| 7. I Indicate pupils grades/marks in the report cards | | | | |
| 8. My P.E / games duties are hindered by my teaching Workload. | | | | |

b) Out of class programmes (sport & games).

| Sub-items | AL | FR | RA | NE |
|---|----|----|----|----|
| 1. I am consulted on decisions concerning the kind of games my School is to offer | | | | |
| 2. I actively participate in preparation of class / house team(s) for School competitions. | | | | |
| 3. I am given responsibility of coaching school team (s). | | | | |
| 4. I remain behind in school for sports practice (evening practice) | | | | |
| 5. My coaching duty is affected by limited space for playing (field) | | | | |
| 7.I prefer sports and games to other co-curricular activities (e.g. Music, drama and clubs) | | | | |
| 6. I am given incentives whenever my team (s) performs well. | | | | |
| 7. I m given responsibility of taking school teams out for Interschool competitions. | | | | |

SECTION 3

This section contains a number of questions. Please tick (✓) or fill in the blank spaces provided.

1. Rank the following subjects in order of importance i) being the most important and iv) being the least important. (P.E, English, Science, Mathematics).

i. _____
ii. _____
iii. _____
iv. _____

2. In your opinion, do you think P.E has a place in the education of primary school pupils? Yes (), No ().

Explain

3. For the last 3 years, indicate the number of times the following officers inspected and gave you advice in your P.E class work?

| OFFICER | NUMBER OF TIMES |
|-------------------------|-----------------|
| 1. Headteacher | |
| 2. MOEST Inspector | |
| 4. Divisional advisors. | |

4. i) Do you think parents are supportive of P.E programmes in your school?

Yes (), No ()

ii) Explain how?

5. How do you rate the support other teachers give you in your participation in sports?

Low () Moderate () High ()

6. i) P.E / sports programmes duties should be assigned to male teachers only, do you agree?

Yes () No ()

ii) Explain why?

7. Do the Sports programmes in your school help you tap various Pupils talents?

Yes () No ()

Explain

8. Using numbers 1,2,and 3 that corresponds to the choice of alternatives given below, comment on the **Availability** and **quality** of games facility and equipment available in your school. Please fill in the table the number that corresponds to the alternative applicable to you.

For Availability.

- 1 – Adequate
- 2 – Inadequate
- 3 – Not Available

For Quality

- 1 - Good
- 2 – Poor
- 3 – Not Applicable

| | Availability | Quality |
|---------------------------|---------------------|----------------|
| a) Facilities | | |
| 1. Playing grounds | | |
| 2. Athletics fields | | |
| 3. Swimming pool | | |
| 4. Teacher changing rooms | | |
| 5. Games store (s) | | |
| 6. P.E & games office (s) | | |
| b) Equipment | | |
| 7. Balls | | |
| 8. Athletics equipments | | |
| 9. Gymnastics. | | |
| 10. School games Kits | | |
| 11. P.E Textbooks | | |

9. What problems do you experience in

a) Teaching of P.E in your school

- i. _____
- ii. _____
- iii. _____
- iv. _____

b) Games / sports programme in your school

- i. _____
- ii. _____
- iii. _____
- iv. _____

10. a) What do you think should be done to improve P.E classes (Lessons) in your school?

- i. _____
- ii. _____
- iii. _____
- iv. _____

11. b) How can Games/sports programmes be improved in your school?

- i. _____
- ii. _____
- iii. _____
- iv. _____

APPENDIX II

INTERVIEW SCHEDULE FOR HEAD TEACHERS

INTRODUCTION

The purpose of this interview is to establish how head teachers facilitate and maintain teachers' participation in P.E and sports in their schools.

1. What is your gender? Yes (), No ().
2. What is your highest professional qualification?

3. For the last 3 years, have you ever received any course or seminar in P.E and games Yes () No ().

If yes what was the course/seminar(s) about?

Who finances for the following?

- i. Inter class/house competitions _____
- ii. Inter school competitions _____
- iii. Equipments & facilities (Buying/maintenances) _____
- iv. How much do you receive as a vote head towards co-curriculum activities? _____

v. Is it enough?

4. How is P.E programmes allocated for in your school timetable?

i. P.E lessons

Games

ii. Others (specify)

5. a) Do you have any teacher who is responsible (Head) for the P.E subject

Yes () No ()

b) Do you have any teacher who is responsible for games/sports in your school?

Yes () No ()

c) Who appoints them?

6. What do you consider when assigning teachers P.E and games duties?

7. a) Do age of teachers affect their participation in P.E and games?

Yes () No ().

Explain _____

b) Does Gender of teachers affect their participation in P.E/Games

programmes in your school?

Yes () No ()

Explain how _____

8. In your opinion, is the playing ground available in your school enough for

P.E programmes?

Yes () No ().

If 'No' what have you done to ensure that pupils have a place for playing and sports practices?

9. How do you reward teachers who perform exceptionally in sports?

10. Do you involve teachers and pupils in selecting the kind of games and

sports the school offers? Yes () No ().

How? _____

Please give names of Non-governmental or sports organizations that have been supporting sports programmes in your school for the last 3 years?

- i. _____
- ii. _____
- iii. _____

11. To what extent are your teachers to blame for

a) Not teaching P.E

ii) Not fully participating in Games/sports programmes

12. What should the government do to increase teachers' participation in 14 (a) and 14 (b)?

APPENDIX III

THE OBSERVATION SCHEDULE

INTRODUCTION:

The following areas of P.E and sports will be observed and commended on accordingly.

Date of observation;

Name of the school;

Name of the Zone

a) Instructional programme;

| Items | Observed | Not observed |
|-----------------------------------|----------|--------------|
| 1. KIE Syllabus | | |
| 2. Scheme of work | | |
| 3. Textbooks | | |
| 4. Mark books | | |
| 5. Time allocated for P.E Lessons | | |
| 6. Time allocated for Games | | |

Others (Specify)

b) Facilities & equipments

| Items | Observed | Not Observed | Comment |
|---|----------|--------------|---------|
| 1. Soccer fields | | | |
| 2. Athletic fields | | | |
| 3. Net ball fields | | | |
| 4. Volleyball fields | | | |
| 5. Hall for indoor games | | | |
| 6. P.E & sports stores | | | |
| 7. Changing rooms | | | |
| 8. Swimming pool(s) | | | |
| 9. Soccer balls | | | |
| 10. Net ball balls | | | |
| 11. Volley ball balls | | | |
| 14. Offices for P.E & Games teacher (s) | | | |
| 16. Others (specify) | | | |

General comments

c) **Observation of P.E classes (Classes between 8 a.m and 12 p.m).**

| Items | Adequate | Moderately Adequate | Note Adequate | Comment |
|-------------------------|-----------------|----------------------------|----------------------|----------------|
| 1. Pupils Kit | | | | |
| 2. Teachers supervision | | | | |
| 3. Space available | | | | |

END

APPENDIX IV

LIST OF PUBLIC PRIMARY SCHOOLS IN WESTLANDS DIVISION AS PER RETURNS FOR JULY 2003

| PARKLANDS ZONE | KILIMANI ZONE |
|----------------------------|-----------------------------|
| 1. Hospital Hill Primary. | 1. Kilimani Primary |
| 2. Aga Khan Primary | 2. Milimani Primary |
| 3. Highridge Primary | 3. St. Georges Primary |
| 4. North Highridge Primary | 4. State house Primary |
| 5. Visa Oshwal Primary | 5. Nairobi Primary |
| 6. Westlands Primary | 6. Kileleshwa Primary |
| 7. Bohra Road Primary | 7. Lavington Primary |
| 8. Karura Forest Primary | 8. Muthangari Primary |
| 9. Loresho Primary | 9. Kangemi Primary |
| 10. Lower Kabete Primary | 10. New Kihumbuini Primary |
| 11. Farasi lane Primary | 11. Kihumbuini Primary |
| 12. Cheleta Primary | 12. Kabete Vet. Lab Primary |
| 13. Muguga Green Primary | |

SOURCE: City education department.